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ABSTRACT

This catalog contains information about planning, career guidance programs, and five selected planning models. General information about planning and educational change is discussed in the section on planning, along with specific guidelines for planners of career guidance programs. Two worksheets, "Planning Considerations" and "Selection Guide," explain how to use the models or components for planning career guidance programs. The Career Guidance Programs section briefly describes current career guidance practices and foresees what the future holds for guidance programs. It describes components of career guidance necessary for comprehensive programs that meet the current and future needs of students. The model objectives, target users and settings, developer, sponsor, publication date and ordering information are included. Also included for each model is a description of the model's content, an abstract, history of development, field test and research data, bibliography, and necessary additional information. A section on integrating models is included, with a comparison of the models along a number of dimensions. Resources and references are also contained in this document. (CT)

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PLANNING COMPREHENSIVE CAREER GUIDANCE PROGRAMS:

A Catalog of Alternatives

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020 285

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FOREWORD

This catalog is one of the publications that has been produced by staff members of the Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through Project. The OPT Project was a joint effort conducted by the Department of Vocational Education, University of Illinois, and the National Center for Research in Vocational Education, The Ohio State University.

This catalog was developed at the National Center for Research in Vocational Education to improve career guidance programs through the use of better planning techniques and resources. Successful comprehensive career guidance programs require systematic planning by school personnel and community members. A variety of resources for planning have been developed during the last five years. Those individuals who are searching for better ways to plan career guidance programs will find this catalog a valuable reference tool and selection guide.

The catalog development portion of the OPT Project was directed by Dr. Marla Peterson. Ida Halasz-Salster authored and designed the catalog, assisted by Anne Gilmore, who typed the manuscript. Dr. Marlowe Slater, OPT Project Director at the University of Illinois, and Dr. Janet Treichel, University of Illinois Principal Investigator, were extremely helpful in making suggestions for format and content of the catalog.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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INTRODUCTION

CONTENTS:

PURPOSE OF PUBLICATION

CONTENTS OF CATALOG

HOW TO USE CATALOG

PURPOSE OF PUBLICATION

Planning Comprehensive Guidance Programs: A Catalog of Alternatives was compiled and published to give educators a source of specific information about models for planning comprehensive career guidance programs. Few educators have time to review all materials available for planning guidance programs. This catalog provides concise, yet thorough, descriptions of five models found useful for planning career guidance programs for schools, school districts, educational agencies, or state departments.

The five planning models reviewed in this catalog were developed through research, field testing, and practical application of educational planning methods. They contain a variety of materials such as training guides, handbooks, manuals, planning boards, filmstrips, tapes and camera-ready handouts. The materials were designed for use by educators and others designated to systematically plan comprehensive career guidance programs.

Educators responsible for selecting materials for planning will find this catalog useful in several ways. The descriptions of the five models are accompanied by photographs of the materials included in each model. The models are described individually in "Brief Facts" pages followed by more extensive information about the developers, field tests, use of materials, etc. Further information is provided in several matrices, which provide a quick comparison of key purposes and materials included in each model. These matrices speed selection time and selection of materials most appropriate to users' needs.

The five planning models described are currently available for purchase from their developers/publishers. Selections of appropriate models or portions of models should be based upon local user needs criteria. Please note that while all five models are useful for planning comprehensive career guidance programs, all differ in organization, perspective, scope, time involvement, and resource commitments. The models described in this catalog are intended for use in planning comprehensive career guidance programs, but they can also be used for planning additions to existing programs.

In addition, this catalog briefly discusses educational planning and comprehensive career guidance programs. Educators selecting planning materials need an understanding of the planning process and the necessary components of a comprehensive career guidance program. A brief synthesis of literature relevant to understanding these important concepts is presented.

catalog describes five models for planning career guidance programs

models contain guides, handbooks, A-V materials, etc. for planning

information about development and uses of planning models

models in catalog available for purchase

CONTENTS OF THE CATALOG

This catalog, then, contains information about planning, career guidance programs, and five selected planning models. General information about planning and educational change is discussed in the section on *Planning*, along with specific guidelines for planners of career guidance programs. Two worksheets, "Planning Considerations" and "Selection Guide," are intended to help the catalog reader make decisions about using the models or components for planning career guidance programs.

educational planning
in general is discussed

The *Career Guidance Programs* section briefly describes current career guidance practices and foresees what the future holds for guidance programs. It describes components of career guidance necessary for comprehensive programs that meet the current and future needs of students.

Five models were selected according to criteria listed on page 29 of the *Planning Models* section. Each of these is summarized in a "Brief Facts" page which includes its objective, target user(s) and setting(s), developer, sponsor, publication date and ordering information. Subsequent pages describe the model's contents and contain photographs, an abstract, history of development, field test and research data, bibliography and necessary additional information.

selection criteria
were used for models

Integrating models is a section about mixing and matching components from several models. It describes the hypothetical Baxter School System's selection of several components from various models to create a planning model best suited to its needs. This "mix-n'-match" approach is often more appropriate than using a single model for planning a career guidance program.

hints for mixing
and matching models
are given

The matrices compare the models along a number of dimensions. Matrix I provides an overview of the models' purposes and format along with catalog page numbers of important information. Matrix II matches the specific tasks necessary in systematic planning with those addressed by the models. Matrix III describes the types of materials in the models as well as time and personnel required for use.

The remaining sections are self explanatory. *Resources* includes materials recommended for planning and implementing programs, but is not an exhaustive or comprehensive list of all available materials. *References* cites sources for the footnotes and lists selected references useful for educators planning career guidance programs.

additional resources
and references are
provided

HOW TO USE THE CATALOG

Read through the catalog quickly to develop an understanding of its contents. The explanations and references about career guidance programs and the need for planning can be incorporated into rationales for proposals to purchase planning materials, conduct planning meetings, and infuse career guidance practices into school programs.

read catalog quickly,
review and make
selections

Prior to making decisions about selection of planning materials, review the matrices and "Brief Facts" pages. Use the "Planning Considerations," page 25, and "Selection Guide," page 73, as worksheets to note your school or school systems unique planning needs. Your selections will be more appropriate if you analyze time, personnel, financial and political considerations in relation to the specific planning tasks addressed by the components in the models.

Remember to note the intended user(s) and setting(s) of the models, as well as the quantity of materials necessary for a planning committee and for school personnel.

Orders for materials should be submitted on school stationery or purchase orders unless prepaid by check or money order. Remember to include the developer's order numbers, quantity desired, and titles of all materials ordered. Check with the developers for further information about the materials or about consultation services they may offer.

submit orders on school stationery, purchase orders or send checks/money

CAREER GUIDANCE PROGRAMS

CONTENTS:

CHALLENGES TO GUIDANCE PROGRAMS

CURRENT TRENDS IN GUIDANCE PROGRAMS

FUTURE OF GUIDANCE PROGRAMS

COMPREHENSIVE CAREER GUIDANCE PROGRAMS

CHALLENGES TO GUIDANCE PROGRAMS

Guidance programs in today's schools are not only different from those of the last decade, they are continuing to change from auxiliary services to dynamic programs. There is greater diversity and complexity in guidance programs which are challenged to prepare students for an increasingly complicated, changing society and job market.

During the 1960s the emphasis in guidance programs was on counseling for personal adjustment. Counselors were committed to helping students deal with personal problems involving their hostility towards authority figures, interpersonal relationships, unfortunate family situations and financial exigencies. Individual counseling was the primary technique used with students who expressed or displayed the need to deal with problems. If career concerns were discussed, they were peripheral to personal problems rather than the focus of counseling.

personal adjustment
emphasized in the
1960s

Calls for reform in the American way of life during the 1960s included a call for change in the purposes of guidance in the schools. Advocates for change towards a career guidance orientation came from a number of sources. Among these were writers who stressed the need for career guidance based upon evolving career development theory and who expressed concern for the effectiveness of current guidance programs (Gysbers 1973). Another impetus for change came from the growing movement for accountability in education. The public began to demand that its investment in education be spent efficiently for programs with measurable results.

The age of accountability has continued through the 1970s. Guidance programs are pressed for evidence that they enhance students' career development and skills necessary for coping and succeeding in the American world of work. A 1973 review of guidance practices (Hansen and Borow) concluded that most are inadequate in meeting the career guidance needs of students. The review cited deficiencies such as "overemphasis on the single-job-for-life assumption; inadequate linkages among counseling, education, placement, job adjustment and follow-up; few students reporting that counselors have an important influence upon their career planning; and too much stress on job intent at the sacrifice of occupational life style" (Campbell 1974, p. 293).

guidance programs
asked for evidence
that they serve career
development needs
in the 1970s

National surveys indicate that many individuals are not satisfied with their work life roles and do not earn a sufficient income.

Other surveys point to specific changes necessary to change guidance services to viable career guidance programs (Purdue Opinion Poll 1972, Bowsbey 1975, American College Testing Program Assessment 1975). The following were recommended by professionals and citizens polled in the surveys (Drier 1977):

1. Conduct guidance program planning, implementation, and evaluation techniques in terms of cost and achievement effectiveness.
2. Carefully analyze current methods and develop new ones for providing information to students, parents, community members, and guidance staff. Utilize current technology—T.V., computer, video tape, etc. and incorporate effective curriculum guidance infusion techniques.
3. Develop specific career guidance materials for special groups such as women, midlife career persons, minorities, handicapped and disadvantaged in rural, inner city, and suburban settings. Study the effects of stereotyped attitudes of staff on students.
4. Develop expanded techniques and resources for increased participation of parents and citizens in student career development and for increased community-school cooperation.
5. Continue research activities for early childhood and adult career development and decision making. Develop life-role centered guidance and instructional materials for all ages.
6. Improve counselor training and retraining programs, and provide guidance training for teachers and other support personnel.
7. Study various vocational exploratory techniques and provide increased exploratory opportunities. Implement increased job, education, and special-needs-based placement activities.

Guidance programs are further challenged to change their focus by the career education movement of the 1970s. Career education is defined (Goldhammer and Taylor 1972, p. 6) as:

A systematic attempt to increase the career options available to individuals and to facilitate more rational and valid career planning and preparation. The educational program should be sequenced and postured to optimize career development and should provide as broad a base of understanding of self and of the world of work as possible. It should be designed so youngsters will, in fact, have two options at several levels: continuing education or employment.

the career education movement further emphasized need for career planning

Guidance personnel are recognizing the need to cooperate in the career education movement to answer the public's demand for effective education. In some states career education and career guidance have merged in organizing career counseling, career oriented curricula, career resource centers, career information systems and job placement programs. It is clear that guidance has a major role in career education by providing a comprehensive career development, decision making, career planning, and career information program.

guidance programs
have a major role in
career development

Guidance programs must also assume responsibility for encompassing all facets of postsecondary career concerns such as further education and training, job finding skills, and work adjustments skills. Along with facilitating postsecondary education, guidance programs must encourage exploration of careers that do not require four-year college degrees. U.S. Department of Labor statistics (1977) indicate that by the 1980s only 15 percent of all jobs will require college degrees, while an increasing number will require skilled training beyond high school.

by 1980s only 15 per-
cent of jobs will re-
quire college degrees

Another challenge facing guidance programs is the increasing demand to meet the needs and interests of special subpopulations such as the handicapped, disadvantaged, minorities, and women. Recent legislation (Vocational Education Amendment 1976) is placing strong emphasis upon equalizing educational opportunities for all citizens, especially by eliminating sex role stereotyping and segregation of the handicapped.

increasing demand to
meet needs of special
populations

CURRENT TRENDS IN GUIDANCE PROGRAMS

A number of current trends have developed in guidance programs in answer to the challenges prompted by the American way of life. As with any societal changes, some trends are becoming firmly established while others require the test of time. In 1974 Robert E. Campbell described several growing trends in career-oriented guidance, including group career counseling, computer-assisted guidance, school-to-work transition guidance, career resource centers, systems methodology, transferable skills and the role of significant others.

Group career guidance has become increasingly popular. A number of effective techniques have evolved from the group guidance movement of the 1960s. In contrast to traditional individual counseling, group guidance affords students opportunities for interaction, peer support, and developing communication skills. Perhaps most important in this era of reduced school budgets is the economic advantage of group guidance for career development and planning. Not only can counselors directly meet with larger numbers of students, they have more time to develop career resources and organize career-oriented activities in the school and community.

group guidance has
advantages over
individual counseling

The use of computers in guidance began around 1965 and is rapidly expanding to provide information about job opportunities, postsecondary institutions, and job requirements and labor market trends. Computer technology has become very sophisticated, with some computer models teaching career development skills and providing personalized printouts and forecasts. Computers are used to analyze data from needs and resource assessments, to develop schedules and to plan allocation of school and community resources for career development activities.

computers are
influencing guidance
delivery systems

Facilitating the school-to-work transition is also becoming another responsibility of career guidance personnel. Helping students make career decisions is only the first step to successful transitions to postsecondary or job entry. Career guidance programs are emphasizing job placement to deal with work-entry and job adjustment problems. A set of materials, *Coping in the World of Work: Practice in Problem Solving*, (see Resources, p. 87) provides techniques to help students acquire coping skills for the school-to-work transition.

job placement is
receiving more
emphasis

Career resource centers are increasingly popular for providing career-related information services and guidance assistance. They supply up-to-date information through various media and computer services, and provide a central focus for career related activities for students and school personnel. Career centers vary greatly in size, scope, and in the range of services and materials they supply. Some are organized on a state-wide basis, disseminating up-to-date information and resources to schools. Some are school district laboratories in central locations, others are mobile vans moving from school to school, while others are single rooms housing the school's career related materials. *Career Resources Centers* (see Resources) helps plan, develop, implement and evaluate such centers.

career centers are
emerging

The systems methodology is being utilized in the design of many career guidance programs. The systems models for guidance are a result of growing public pressure to upgrade guidance programs, improve the efficiency of services, and demonstrate accountability. Systems methodology involves assessing needs and resources, specifying program goals and student behavioral objectives, and evaluating both the ongoing process and the outcome of the program. Systematic planning models are discussed in the "Planning" section of this catalog, and five are described in the "Planning Models" section.

systems methodology
can be applied to
guidance

Recent career guidance emphasis is upon equipping students with transferable vocational skills. These are skills such as occupational decision making, job hunting, job interviewing, and on-the-job adjustment which can be applied throughout one's career whenever needed. Since it's estimated that people change jobs approximately six times during their careers, transferable skills are essential for their transitions and for work adjustment.

transferable skills
important for job
changes

It is important that career guidance programs recognize and incorporate the roles of "significant others" in students' career decisions. Although virtually ignored in traditional guidance programs, many persons besides counselors influence students' career behavior. Significant others include parents, peers, teachers, relatives, celebrities and job incumbents. Their contributions to student career development can be maximized through effective career guidance strategies such as making both significant others and students aware of the value of their interactive influence. A recent publication, *Involving Significant Others in Career Planning: A Counselor's Handbook* (see Resources) discusses strategies for incorporating significant others in career guidance programs.

"significant others"
influence career
development

FUTURE OF GUIDANCE PROGRAMS

The phenomenal rate of change in all aspects of our culture has been discussed by futurist writers. In his often-quoted *Future Shock*, Alvin Toffler (1970) writes that education's major goal must be to increase the individual's "cope-ability" in order to adapt to continued change. Toffler envisions a future American society where individuals continually change jobs, residences, and social ties. He stresses the importance of learning to anticipate change in the kinds of jobs needed in the future, types of relationships that will exist, kinds of problems that will arise and the multitude of technological advances that will be made.

rapid changes in
society increase need
for "cope-ability"

As a public institution, education bears the responsibility to meet the challenges of adequately preparing the nation's youth for work, leisure, further training or education, family life and community participation. Young people need to know how to make initial career decisions as well as how to plan for changes throughout their lives, in order to cope with continual change in a complex society. Meeting these challenges requires a substantial reorientation in most current guidance programs. Career-focused guidance is foreseen as a major force in educational change because it can add relevance, humaneness, equality, and unity to American education.

career guidance
anticipates change
and adds relevance
to education

Current trends indicate the future guidance programs must actively promote the career development, the "cope-ability" (Toffler, 1970), and the work-related skills of a wide range of clients. Although some guidance programs have reoriented their practices to meet these challenges, others need to plan for the necessary changes. Systematic planning is essential for accountable programs that fulfill varied needs. Programs must fall within tightening budgets while encompassing a wide range of activities designed to promote the career development and life coping skills of a diverse population of clients in a "future-shocked" (Toffler 1970) society.

systematic planning
is a necessity

COMPREHENSIVE CAREER GUIDANCE PROGRAMS

Accountable planning of career guidance programs requires a systematic approach coupled with recognition of components necessary for a comprehensive program. Systematic planning is necessary in a complex era when student career development needs are diverse and varied, enrollments are declining, budgets are cut, and the public demands that schools prepare students for the real world of work.

systematic planning
and essential components
necessary for
CCGP

A number of components are necessary for comprehensive career guidance programs (CCGP) that help students plan, prepare for and progress through their careers. Vetter and Ransom (1977) and a panel of experts identified eleven essential components, along with three areas of concern: definitions, educational levels and provisions for special populations. They agreed that any CCGP should have common definitions and should be based upon a theoretical framework of career development. A CCGP should include all the educational levels for which it is responsible, grades K-adult, and should meet the needs of culturally diverse and special groups. Culturally diverse groups include native Americans (Indians), blacks, Hispanics, and Asian or Pacific Islanders. Special groups include women, disadvantaged, gifted, handicapped, migrants, ex-offenders, student dropouts, veterans, urban populations and rural populations.

The following were designated as the eleven essential components of an ideal CCGP:

eleven components
of CCGP

1. *Needs assessment*—systematic collecting and interpreting of data regarding student (or client) population.
2. *Resource assessment*—systematic identifying of resources (materials, personnel, space, funds, techniques, etc.) available for use in the program.
3. *Goals and objectives*—systematic process for deriving and ranking program goals and specifying behavioral objectives from them.
4. *Personnel utilization and development*—provisions for utilizing staff competencies and continuing staff development.
5. *Acquisition/development of materials and techniques*—provisions for acquiring and/or developing new materials, methods, procedures, techniques, etc. appropriate for meeting program goals.
6. *Placement*—developing placement services for employment, volunteer positions, training, education or exploratory work experiences.

7. *Follow-through*—provisions for continuing communication between students and counselors after students leave school.
8. *Research provisions*—provisions for at least one type of research: applied, historical, descriptive, quasi-experimental, or experimental.
9. *Information network*—provisions for communication among persons and agencies associated with the CCGP.
10. *Procedural plan*—provision for establishing program planning and program management procedures for the CCGP.
11. *Evaluation*—provisions for evaluating program goals, achievement of objectives, utilization of evaluation results for further program planning, etc.

These components are further discussed in the remainder of this catalog. The following sections deal with concepts and specific resources for planning comprehensive career guidance programs.

remaining sections of catalog discuss plan- ning resources
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PLANNING

CONTENTS:

PLANNING FOR CHANGE

SYSTEMS APPROACH

ACCOUNTABILITY

BEHAVIORAL OBJECTIVES

SCHEDULING PLANNING SESSIONS

WORKSHEET 1:
PLANNING CONSIDERATIONS

PLANNING FOR CHANGE

According to Robert E. Campbell, "the technology for planning necessary change in guidance programs has been developed, but requires overcoming traditional administrative obstacles and constraints in order to be implemented" (1978). Planning technology includes an array of programs and models which unite career development and education.

technology for planning change in guidance programs is available

Planning efforts for change in guidance programs have not been widespread. Overall, change in education is considered slower than change in other societal institutions. Planning for change often meets resistance in education, but the need for rational change in guidance programs increases as our society becomes more complex. Those who argue that planning imposes values on the future overlook that not planning does too, often with worse consequences (Toffler 1970). Thoughtful, future-oriented educators recognize the importance of planning for change and seek ways to facilitate it in their schools.

need for planning change in education increases in a complex society

Educators planning a career guidance program are planning for change in their schools. Whether planning to substantially reorient and reorganize the guidance program or add more career activities, a career center or a job placement service, they are attempting to change the current program.

planners are agents of change

"Planning presupposes change" says Alex Ducanis (1975, p. 4) in discussing the politics of educational planning. Change itself can be very threatening as it elicits concern about going from the known to the unknown. Planners are agents of change and thereby can generate undue concern and resistance. A clear understanding of the steps necessary for change will guide the planner's efforts. The *basic steps to achieve change* in guidance programs include (Shertzer and Stone 1976):

1. Establishing a commitment to change
2. Determining most pressing needs
3. Determining the forces desiring to maintain the status quo
4. Clarifying present status
5. Presenting the ideal
6. Gaining administrative support

steps to achieve change in guidance programs

7. Involving the staff in change
8. Involving the community; acquainting them with the reasons and need for change
9. Planning for evaluating the change

Educators planning changes to reorient guidance programs for life career development must be committed to the changes. They will often meet with resistance from within their school or system as well as from the community. Knowing the needs and rationale for changes is imperative, as is including representatives of all those affected by the changes in the planning process.

SYSTEMS APPROACH

The term *planning models* is used in two different ways in this catalog. One use refers to the *specific models* useful to educators for planning career guidance programs. These are discussed in another section of this catalog. The other use is generic, referring to the *systems approach* to planning.

The systems approach is a rational process of reducing complex problems to a simple model which is used to make decisions. It is a series of carefully planned and executed steps with continuous feedback or evaluation. The continuous evaluation influence subsequent activities and determines the success of the outcomes according to the goals of the planning.

systems approach
reduces complex problems to a simple model

The systems approach is most beneficial when applied to problems or planning involving extensive commitment of resources. It is also effective in distinguishing significant problems from symptoms, clearly defining problems, focusing on significant problems, making consistent decisions based on an overall view, and improving the efficiency of decision making and planning in general.

A number of planning models are used by military, business, industry, government, education planners and managers. These models have essentially the same elements of assessing needs, ranking goals, determining objectives, developing strategies, implementing strategies, and evaluating outcomes.

Planning models are blueprints or guides for systematic planning. They originated from the need to solve complex problems and to plan in an organized, logical, step-by-step way. There was a great impetus for developing planning models during World War II for strategic warfare planning. Afterwards, the business-industry community adopted the systematic planning methodology for its use in a greatly expanding economy.

planning models are
blueprints for
planning

Somewhat later, educators recognized the usefulness of the systems approach and developed various models to guide planning of educational facilities and programs. Recommendations for systematic planning of guidance programs emerged during the 1960s and 1970s with the demand for more efficient and effective guidance procedures.

educators recognize usefulness of systems approach

According to Robert E. Campbell (1971), the advantages of a systems approach to comprehensive career guidance and counseling programs are:

1. A systems approach increases the probability that a given goal will be achieved. The entire approach is mission or target oriented, and all efforts give priority to the achievement of the mission.
2. A systems approach enables one to see the "big picture"; it shows all the relationships of the components and their flow from start to finish.
3. A systems approach facilitates the management and monitoring of a program. Problems and impediments to achieving the goal can be spotted, and time deadlines can be adjusted.
4. Alternative methods for achieving goals are identified. Since systems thinking creates a searching attitude, staff are challenged to look for better ways to get the job done. Identifying alternative methods also insures "back-up" plans if the first plan breaks down.
5. Program evaluation is built into the system. Through monitoring and feedback a program is continually checked to see if its intended goals are being met.

advantages of a systems approach to planning career guidance programs

ACCOUNTABILITY

The systems approach is a way to meet the needs for accountability in guidance. Accountability is a systems concept, best described as an integrated process through which a system succeeds in delivering on its promises for resources provided (Lessinger 1973).

accountability through a systems approach

The current age of accountability in education started in 1969 when proposals funded through the Elementary and Secondary Act of 1965 were required to contain accountability provisions. This made recipients of the U.S. Office of Education contracts responsible for stipulated results and answerable for performing according to agreed-upon terms within a certain time period and with stipulated use of resources (Lessinger 1973).

accountability holds contract recipients responsible

According to Leavinger (1973), accountability is necessary at a time when all education programs are undergoing rigorous scrutiny because only high priority needs can be funded from among an overwhelming array of genuine needs. Under these conditions guidance practitioners must be able to articulate their objectives and demonstrate the effectiveness of their practices in order to compete successfully for federal and state monies.

objectives stated so that programs demonstrate effectiveness

Public policy is increasingly moving to establish three basic rights:

1. Each child has a right to be taught what he/she needs to know in order to take a productive and rewarding part in our society.
2. The taxpayers and their elected representatives have a right to know what educational results are produced by given expenditures.
3. The schools have a right to be able to draw on the talent, enterprises, and technology from all sectors of society instead of being limited to their own resources.

three basic rights established by national policy

BEHAVIORAL OBJECTIVES

The systems approach forces specification of *outcomes* and provides *feedback* about their accomplishment. Outcomes should be in terms of behavioral objectives, answering the question, "As a result of participating in the proposed guidance program, what observable and potentially measurable behaviors should the client be able to perform?" (Hasford and Ryan 1970).

outcomes stated as behavioral objectives

Behavioral objectives are used to improve planning in education, despite some criticisms that they are mechanistic or dehumanizing. Most resistance to using behavioral objectives is due to misinterpretation. Although they emphasize a systematic approach to learning, they are student centered rather than methods centered (Campbell et al. 1971).

The advantages of using behavioral objectives are:

1. *Communications*—Behavioral objectives clearly state program intentions, leaving no doubt about expectations.
2. *Program efficiency*—Behavioral objectives designate priorities and establish reasonable, attainable objectives in light of available personnel, facilities, finances, and time.
3. *Specifying vocational guidance methods*—Behavioral objectives can specify procedures and techniques such as group counseling, testing, etc.

advantages of using behavioral objectives

4. *Assessment of student performance*—Behavioral objectives provide targets to chart students' vocational development progress as a result of career guidance programs.
5. *Program monitoring*—Behavioral objectives determine effectiveness of career guidance programs through students' achievement of objectives. Behavioral objectives help spot obstacles and weaknesses in the program.

Achievement of behavioral objectives indicates that students have acquired the knowledge, skills, or attitudes for health, effective participation in a variety of future roles such as worker, family members, citizen, and consumer. The ultimate goal of career guidance efforts is to help students grow to their full potentials and become competent, confident and committed citizens (Ryan and Zeran 1972).

SCHEDULING PLANNING SESSIONS

Wise scheduling for use of the planning model or components is an important factor in the ultimate success of the entire planning effort. By the very nature of their work, teachers, counselors, and administrators do not have flexible school-time schedules allowing for planning conferences. A realistic selection of planning materials must consider staff time available for using the planning materials.

consider staff time
available for planning

Release time from regular duties for planning during the school day is one optional arrangement. In some school systems a group of planners can meet for several hours every week or whenever necessary. However, there are more disadvantages than advantages in the release time option. Most apparent, perhaps, is that few staff members can be released at the same time on a regular basis. Another disadvantage is that no matter how well organized, the planning meetings can be easily disrupted or pre-empted by unexpected occurrences or emergencies during the school day.

disadvantages of
release time for
planning

Perhaps the most severe disadvantage is that in most school settings, release time does not include release from responsibility. Teachers must still plan and prepare materials for their absence; counselors must still squeeze in necessary student conferences; and administrators must still attend to the decisions and paperwork at a later time. Often release time becomes a negative experience because of rushed, interrupted schedules and undiminished responsibilities. School staff can quickly lose interest and commitment in a future-oriented planning effort that infringes upon "here and now" concerns and duties.

release time does not
mean release from
responsibility

If at all possible, time outside of regular school hours, whether volunteered or purchased, is recommended for planning new programs. Among the advantages is the greater importance lent to the planning project by its being scheduled outside of regular school hours. Interruptions to the planning project schedule will be less likely, and larger

creativity and cooper-
ation enhanced when
planning outside of
regular school hours

blocks of time can be scheduled. The meetings will be more relaxed, more conducive to creative and cooperative planning if held outside of regular school hours.

An advantage of evening meetings is that persons outside of the school system are more likely to attend. As discussed previously, the current trend in education is to include parents and other community members in educational planning and decision making. The forecast is for more public involvement at the local level because of mounting citizen demand for accountability and input in educational policy. School districts are encouraged to base their planning upon local priorities, needs and goals. This movement to return control of educational planning to those directly affected promotes inclusion of local citizens in planning groups.

time factor important
to encourage citizen
involvement

Obviously the time factor is important when considering and selecting planning models/components. The Matrix III on page 70 provides estimates of time needed for various components of the planning models. Be cautious, however, when scheduling planning time based upon these estimates. All planners will be unique in their needs for time to use the materials. Remember that the given times are estimates of the number of hours required.

time available for
planning important in
selection of models

WORKSHEET 1

PLANNING CONSIDERATIONS

Before deciding which model or components to order, consider the following relative to your school or school system. Use these pages as a worksheet for initial decisions about the planning models in this catalog. It is important to be aware of your situation in order to select appropriate planning resources.

Consider the following in terms of your school or school system:	
CONSIDERATIONS:	YOUR SITUATION:
1. HOW MUCH OF THE CAREER GUIDANCE PROGRAM WILL BE PLANNED? Organizing a totally new career guidance program Infusing career guidance into existing guidance program Expanding career guidance into other areas of the school curriculum Adding more career guidance functions such as job placement or career resource center	
2. WHO WILL BE INVOLVED IN PLANNING (AND THEREBY SUPPORTING) THE PROGRAM? School personnel: teachers, counselors, support staff, supervisors, administrators Parents, parent teacher organization representatives Current students and recent alumni Community members: business, industry, civic groups, state education organizations, federal agencies	

Worksheet 1 (Continued)

CONSIDERATIONS:	YOUR SITUATION:
3. WHAT RESOURCES, IF NECESSARY, WILL BE AVAILABLE FOR PLANNING? Money Time Consultants Facilities School Staff Supplies Volunteers	
4. IS THERE SUPPORT FOR PLANNING FROM THOSE IN KEY AUTHORITY AND POWER POSITIONS? Board of Education School Administrators	
5. IS THERE SOMEONE RESPONSIBLE FOR COORDINATING THE PLANNING EFFORT? Does this person have sufficient influence? Is it an "add-on" responsibility?	
6. ADDITIONAL CONSIDERATIONS UNIQUE TO YOUR SITUATION:	

PLANNING MODELS

CONTENTS:

CRITERIA FOR MODELS IN CATALOG

MATRIX I: PLANNING MODELS

CAREER PLANNING SUPPORT SYSTEM

DEVELOPING COMPREHENSIVE
CAREER GUIDANCE PROGRAMS

PROGRAMMATIC APPROACH
TO GUIDANCE EXCELLENCE

RURAL AMERICA SERIES

A SYSTEMATIC APPROACH TO GUIDANCE

CRITERIA FOR MODELS IN CATALOG

The five planning models described in depth in this section are useful for planning career guidance programs. They were selected for inclusion in this catalog because they meet the following criteria:

1. *Contain resources* (handbooks, materials, etc.) for *planning* career guidance programs.
2. *Available* for purchase; as complete sets or in part. Components of four of the models can be purchased individually.
3. *Inexpensive*; all are under \$100 for a complete set of materials.
4. *Designed for school staff and citizens* on planning committees or for teacher/counselor/administrator in-service or pre-service.
5. Usable *without* consultants (although some developers provide consultation services upon request).
6. Based upon up-to-date *theories and research* of career development, planning, and career guidance programs.
7. *Field tested* in school settings and *recommended* by career guidance program planners.

The five models differ greatly in scope, depth, contents, types of materials, and usefulness in schools and educational agencies. This catalog does not evaluate or rank them because the user must make selections according to the planning needs and resources of the intended setting.

Additional questions should be addressed to the developers. Other resources for planning are listed in the Resources section of this catalog.

MATRIX I
Planning Models

PLANNING MODELS	MAIN PURPOSE	DEVELOPER	FORMAT	PAGES IN CATALOG					
				Prices	Ordering Information	Photographs	Contents	Abstract	Uses
CAREER PLANNING SUPPORT SYSTEM (CPSS)	A guide for systematic planning, implementation and management of comprehensive career guidance programs.	The Center for Vocational Education The Ohio State University 1960 Kenny Road Columbus, OH 43210 (1977)	Contains 2 loose-leaf coordinator's guides, 8 individually bound handbooks (varied amounts; total 34), 4 filmstrip/ audio tape sets with script guide, 1 set camera-ready masters, and 1 decision guide.	32, 34, 35	32	33, 35	33, 34, 35	32	31
DEVELOPING COMPREHENSIVE CAREER GUIDANCE PROGRAMS (AIR)	A training guide for development of comprehensive career guidance programs, including counseling, placement, and follow-up.	American Institutes for Research Publications Office P.O. Box 1113 Palo Alto, CA 94302 (1975)	Contains 4 handbooks, 3 hole-punched metal clasped, and 4 individually bound coordinator's guides.	37, 40	37	38, 39	39, 40	38	37
PROGRAMMATIC APPROACH TO GUIDANCE EXCELLENCE (PAGE 2)	An inservice or preservice training guide for program planning, curriculum-based guidance and job placement.	Eastern Illinois University (First Edition 1976) University of Illinois College of Education 805 West Pennsylvania Ave. Urbana, IL 61801 (Revised Edition 1978)	Package in sturdy cardboard box contains loose-leaf Facilitator's Handbook, camera-ready masters, 28 planning boards, markers, goal cards, other supplies and one Technical Report.	41	41	42, 43	41, 43, 44	42	41
RURAL AMERICA SERIES (RURAL)	A guide for comprehensive career guidance, counseling, placement and follow-through programs (K-14).	The Center for Vocational Education The Ohio State University 1960 Kenny Road Columbus, OH 43210 (1977)	Contains 16 handbooks individually bound and grouped in 4 subsets. Each subset has a 3-ring binder and contains 3 to 5 related handbooks.	45, 48, 49	45, 48	46, 47	47	46	45
SYSTEMATIC APPROACH TO GUIDANCE (MESA)	A competency-based inservice training guide for systematic planning of career guidance, counseling, placement, and follow-up.	Mesa Public Schools Guidance Department 140 South Center Mesa, AZ 85202 (1974)	Contains 8 handbooks individually bound with plastic comb binders.	51, 54	51	52, 53	53, 54	52	51

Brief Facts

CAREER PLANNING SUPPORT SYSTEM (CPSS)

OBJECTIVE

To guide systematic planning, implementation, management and evaluation of comprehensive career guidance programs. To provide step-by-step procedures for upgrading and managing ongoing career guidance programs with increased staff/student/community involvement.

TARGET USER(S)

Educator assigned as 50 percent time CPSS coordinator along with school personnel/students/community members. Useful for planners in state departments and post-secondary institutions; for students in college courses.

TARGET SETTING(S)

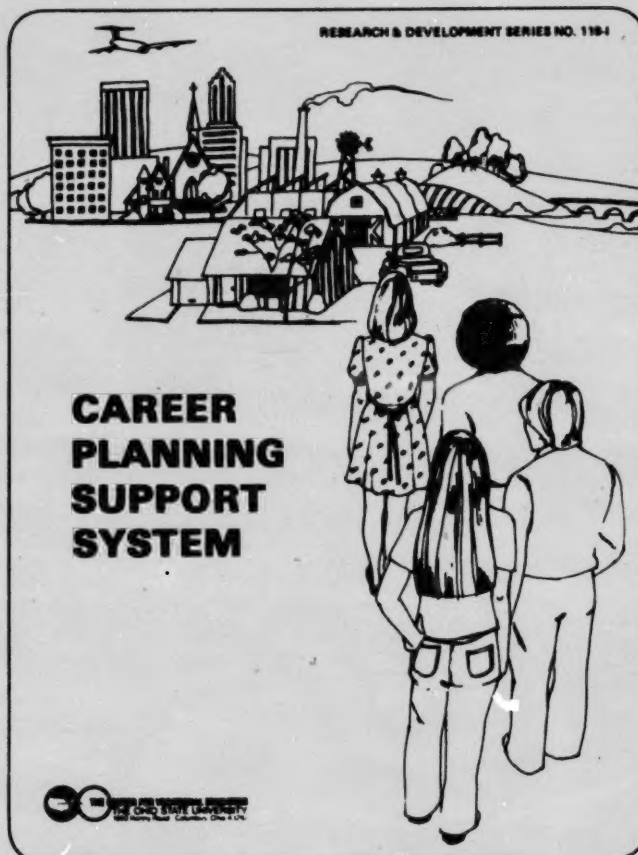
Medium to large high schools; also useful for elementary and junior high schools, postsecondary institutions, state departments, and in college counselor training courses.

DEVELOPER

The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.

SPONSOR

National Institute of Education, U.S. Department of Health, Education, and Welfare.



DATE PUBLISHED

1977

ORDERING INFORMATION

National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

PRICES: Entire set, with multiple copies (5 or 10) of four components . . . RD 119 \$80.00

Prices of individual components on page 34-35.

NOTE: Prices include postage and handling. Purchase orders accepted for orders under \$10. Over \$10: checks/money orders, payable to above address. Discounts for quantity of 5 or more items: \$50-100—5%, \$101-200—10%, \$201-300—15%, \$301-400—20%, \$400—25%, above \$2000—35%.

ABSTRACT

Designed as a guide for planning new or upgrading existing career guidance programs. CPSS is a management system for improved, cost-effective career guidance services that utilize the resources of the school and community to meet student career development needs. Based on a systems approach, it provides step-by-step procedures for planning, implementing and evaluating career guidance programs. CPSS focuses upon student career development skills and knowledge in self awareness, decision-making, career exploration, job acquisition and adjustment. CPSS overcomes exclusive dependency upon guidance counselors to provide all career guidance by involving students, parents, community members and other school personnel.

DEVELOPMENT

Developed under the direction of Robert E. Campbell by personnel at the National Center for Research in Vocational Education. Based upon extensive research conducted to assess career guidance needs of youth and to develop systematic approaches for career guidance services.

FIELD TESTS

Field tested in almost fifty high schools located throughout fifteen states. The schools were in rural to urban communities, with enrollments of 100 to over 2,000 students. The schools generated hundreds of career development units (CDUs) and reported improved career guidance services.

BIBLIOGRAPHY

Campbell, R.; Rodebaugh, H. D.; and Shaltry, P.E. *Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models*. Columbus, OH: The National Center for Research in Vocational Education (in press, 1978).

Kester, R. J. and Howard, J., Jr. *The Adoption of Systems Innovations in Educational Organizations: A Case Study of Operation Guidance*. Columbus, OH: The Center for Vocational Education, 1975.



A complete set (RD 119) has a total of 44 reusable items. A Decision Guide, which provides information about CPSS to potential users, is included with each set. Pages in the two handbooks are three-hole punched with heavy duty three-ring vinyl binders. The manuals and guides are printed in black ink on standard white stock with heavier colored stock covers. The four filmstrip/audio cassette tapes each run about 12 minutes and are accompanied by a written script guide.

The Coordinator's Training Guide explains the role and responsibilities of the person selected to coordinate use of the CPSS materials. This Guide describes the contents and uses of all CPSS materials, and aids the coordinator in organizing CPSS planning, implementation and evaluation efforts.

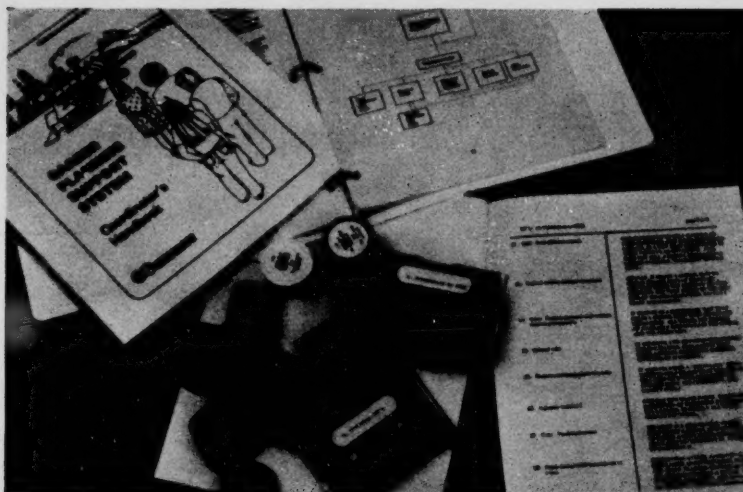
The Coordinator's Handbook guides the coordinator (chairperson of the steering committee which directs CPSS activities). Procedures for using all CPSS materials, including the camera-ready masters, are explained in the Coordinator's Handbook.

The procedural manuals guide members of advisory committees and task forces in conducting CPSS activities. The manuals focus upon specific tasks and provide step-by-step procedures, along with necessary information to meet clearly defined objectives. The A-V materials clarify the purposes and procedures of the CPSS system.

No.	Quantity	Component and Description	Order No.	Price
1	1	<i>Coordinator's Training Guide</i> (3-ring, 9-3/4" x 11-1/2" vinyl binder). A self-instructional guide which defines purpose and content of the CPSS system. Explains role of coordinator in using CPSS to systematically plan, implement and evaluate a career guidance program. (57 pages)	RD 119 A	\$ 4.40
2	1	<i>Coordinator's Handbook</i> (3-ring, 9-3/4" x 11-1/2" vinyl binder). Serves as a project management guide to organize and coordinate CPSS activities. Provides step-by-step procedures for planning, implementation and evaluation. (78 pages)	RD 119 B	6.25
3	1	<i>Envelope of Camera-Ready Masters</i> . Used to make copies of questionnaires, etc. necessary for CPSS effort. (115 pages)	RD 119 BM	7.40
4	10	<i>Advisory Committee Handbook</i> . Defines responsibilities and duties of Advisory Committee members. Provides overview of CPSS. (9 pages)	RD 119 C	1.75
5	1	<i>Assessing Resources, A Procedural Guide for the Resource Leader</i> . Directs task force efforts to collect information about school and community resources. (57 pages)	RD 119 D	4.50
6	5	<i>Assessing Needs: Surveying, A Procedural Guide for Team Leaders</i> . Directs task force efforts to organize surveys to assess needs of students, graduates, parents, and faculty/staff. (14 pages)	RD 119 E	1.90
7	5	<i>Assessing Needs: Tabulation, A Procedural Guide for Supervisors</i> . Instructs task force in directing manual tabulation of survey data. (56 pages)	RD 119 F	3.80
8	1	<i>Analyzing Methods, A Procedural Guide for the Methods Specialist</i> . Provides procedures for analyzing career guidance methods. (7 pages)	RD 119 G	1.75
9	1	<i>Manual for Writing Behavioral Objectives</i> . Self-instructional guide which explains behavioral objectives. (37 pages)	RD 119 H	3.25
10	1	<i>Writing Behavioral Objectives, A Procedural Guide for the Behavioral Objective Specialist</i> . Provides procedures for writing behavior objectives. (8 pages)	RD 119 I	1.75
11	10	<i>Producing Career Development Units (CDUs), A Procedural Guide for DCU Instructors</i> .	RD 119 J	1.90

No.	Quantity	Component and Description	Order No.	Price
12	1	<i>Set of filmstrips, audio tapes and one audio-visual scripts guide:</i> • "An Orientation to CPSS." Orients users/potential users to CPSS. (Filmstrip/audio cassette) • "Shaping Program Goals." Explains how needs and resource assessments lead to career guidance program goals. (Filmstrip/audio cassette) • "Behavioral Objectives." Provides training about using and writing behavioral objectives. (Filmstrip/audio cassette) • "Producing CDUs." Explains career development unit process. (Filmstrip/audio cassette)	RD 119 K AV-1 AV-2 AV-3 AV-4	\$15.00

Filmstrips and audio cassette tapes explain CPSS. Handbooks contain charts and provide step-by-step procedures to plan, implement, and evaluate career guidance programs. Text is printed in 11 point type in an easy-to-follow format.



Brief Facts

DEVELOPING COMPREHENSIVE CAREER GUIDANCE PROGRAMS (AIR)

DEVELOPING COMPREHENSIVE CAREER GUIDANCE PROGRAMS (AIR)

OBJECTIVE

To train educators and other planners to systematically develop career guidance programs which include counseling, placement and follow-up. The comprehensive approach has four phases: planning, structuring, implementing, and evaluative decision-making.

TARGET USER(S)

Directors of guidance and other planners, counselors, teachers, administrators, and preservice counseling students.

TARGET SETTING(S)

Junior high, high schools and entire school districts. Useful in college counselor and teacher education courses.

DEVELOPER

American Institutes for Research
Palo Alto, California

SPONSOR

U.S. Office of Education, Department of Health, Education, and Welfare, Part "C" of Vocational Education Act of 1963, and Title III of the Elementary and Secondary Act of 1965.

DATE PUBLISHED

1975

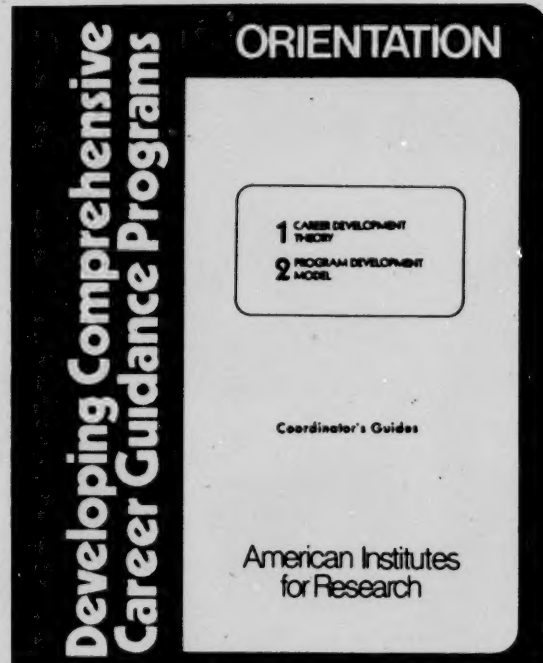
ORDERING INFORMATION

American Institutes for Research
Publications Office
P.O. Box 1113
Palo Alto, CA 94302

NOTE: Total cost includes shipping charges. Only prepaid orders are shipped without charges for order processing. California residents add 6% sales tax.

PRICE: Entire set, Modules (1-12) and Coordinator's Guides (1-12) . . . \$44.50

Prices of individual manuals on page 40.



ABSTRACT

Designed for inservice and preservice education regarding program development. Useful as a model for planning new career guidance programs. Incorporates a systematic and comprehensive approach to planning and developing an ideal career guidance program. Each phase (of four phases) of this training or planning process provides feedback to preceding ones or input into subsequent activities. The four phases, planning, structuring, implementing, and evaluative decision making, are interrelated. The measurable objectives of these phases focus on the career development needs of youth. As a comprehensive approach its objectives are to alleviate existing problems and to prevent potential ones.

DEVELOPMENT

Developed by the Youth Development Research Program personnel at the American Institutes for Research in the Behavioral Sciences. (The developers, G. Brian Jones, Charles Dayton, and others report that they are currently revising and updating this model, although it is still available and useful.)

FIELD TESTS

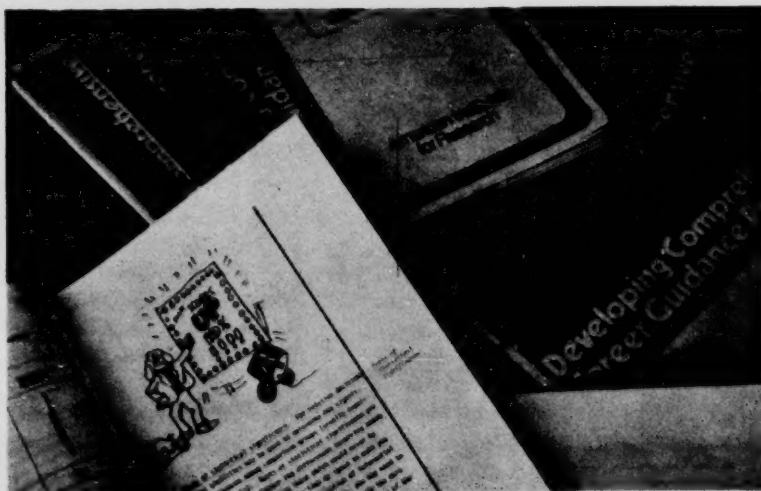
The modules have been pilot tested by practitioners in California schools and have been used as undergraduate college course curriculum. Field test information is available from developer.

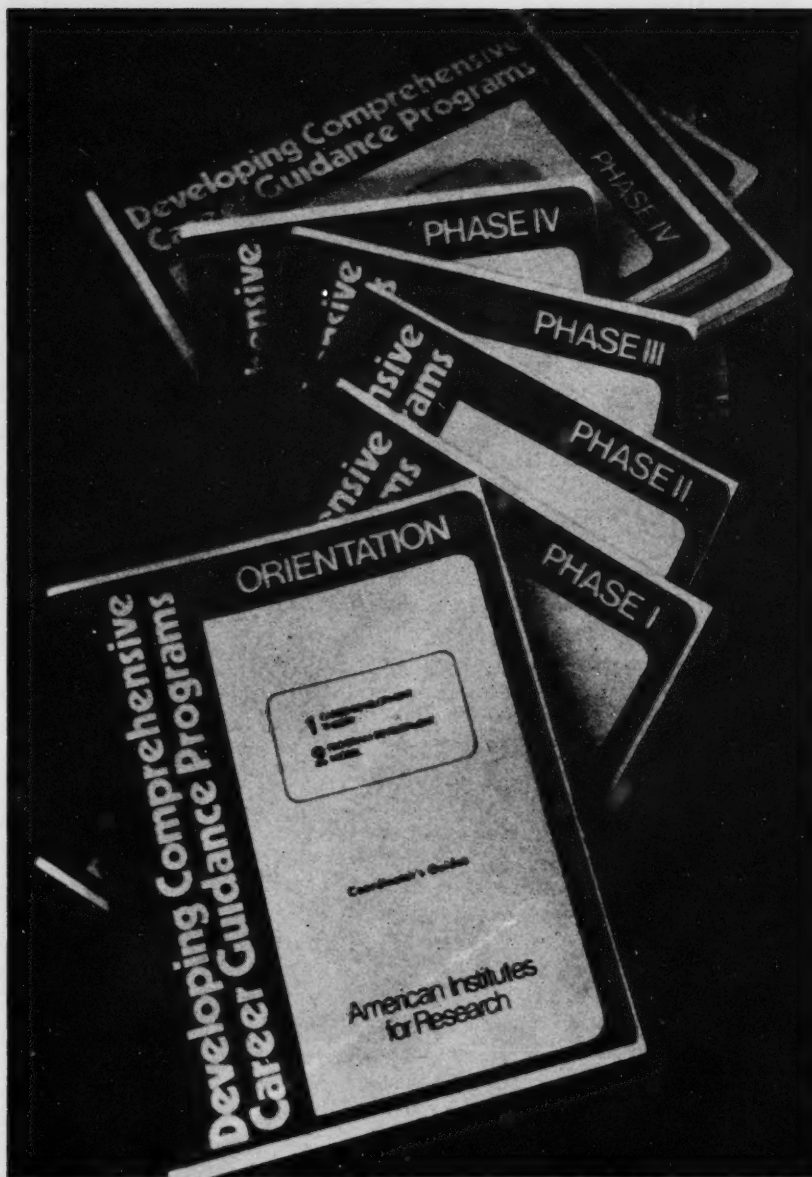
BIBLIOGRAPHY

Jones, G. Brian and others. *The Logics of Planning Career Guidance, Counseling, Placement and Follow-Up Programs*. American Institutes for Research, Palo Alto, CA 94302. 1974 (ED 087 970). EDRS Price: MF—\$0.83 HC—\$2.03 plus postage.

Dayton, C. *A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance Counseling, Placement and Follow-Up*. Final Report. American Institutes for Research, Palo Alto, CA 94302. 1976.

Handbooks are illustrated with line drawings and cartoons. Text is typewritten in 10 point and double-spaced. Notes in margin add emphasis to important points. Worksheets and checklists are reusable if removed and photocopied.





A complete set contains 10 reusable handbooks which are standard 8½" x 11" size, two-hole punched and metal-clasped. The handbooks are printed in black ink on standard white and colored stock, with heavier covers.

Five of the handbooks are training guides and the other five are accompanying coordinator's guides. Each training handbook contains two or three units called modules. The first handbook, Orientation, includes modules 1 and 2. The second, called Phase 1, has three modules, Phase 2 has two, Phase 3 has three, and Phase 4 has two.

Each of the 12 modules contains a comprehensive table of contents, clearly defined objectives and outcomes in terms of skills and knowledge, text with activities, discussion questions, charts, and helpful appendices. Each includes a post-assessment useful for college courses and inservice training.

Handbook	Modules and Description	Price
All five hand-books	Contain twelve modules (see below) along with Coordinator's Guides	\$39.50
Coordinator's Guides	Coordinate use of twelve modules below.	5.00
Orientation	<i>Module 1: Career Development Theory.</i> Bases a program on consistent philosophy and assumptions; examines eight leading theories of career development, and analyzes one's own program and thinking in light of these. (96 pages) <i>Module 2: Program Development Model.</i> Develops an overview of the approach, its rationale, assumptions, advantages and disadvantages, and explains some details about the skills to be developed in subsequent models. (46 pages)	6.00
Phase I	<i>Module 3: Assessing Desired Outcomes.</i> Employs a systematic data-gathering process to determine the outcomes students and adults desire for career guidance programs. (89 pages) <i>Module 4: Assessing Current Status.</i> Summarizes program resources, gauging current allocation of resources, and measuring how students are doing currently. (80 pages) <i>Module 5: Establishing Program Goals.</i> Uses information gathered in desired outcomes assessment and current status assessment to define a comprehensive practical set of goals for a career guidance program. (58 pages)	Phases I-IV sold together \$33.50
Phase II	<i>Module 6: Specifying Student Performance Objectives.</i> Defines the specific behaviors students are expected to perform if a goal has been achieved. (44 pages) <i>Module 7: Selecting Alternative Program Strategies.</i> Moves from statements of ends to consideration of means; explores how you can best help students reach these objectives. (44 pages)	
Phase III	<i>Module 8: Specifying Process Objectives.</i> Forms a plan of action which defines all the things the program must do to help students in the ways that have been decided are important; defines who is responsible for each task and date by which it should be accomplished. (83 pages) <i>Module 9: Developing Program Staff.</i> Continues to develop the talents of staff members to make their role even more valuable. (54 pages) <i>Module 10: Trying Out Activities and Monitoring.</i> Employs feedback mechanisms as the program is implemented to detect and predict problems and help make on-going decisions that will allow the program to operate as effectively as possible. (58 pages)	
Phase IV	<i>Module 11: Conducting Summative Evaluation.</i> Collects information on the impact and cost of entire programs. (70 pages) <i>Module 12: Communicating Evaluation Results.</i> Disseminates and uses evaluation results through tailoring communication methods to decisions to be made, data available, audience characteristics, and resources available for producing the report. (71 pages)	

**PROGRAMMATIC APPROACH TO GUIDANCE EXCELLENCE
(PAGE 2)**

OBJECTIVE

To guide the planning of comprehensive K-12 career guidance programs including curriculum-based guidance, counseling, placement, and follow-up. To provide inservice/preservice training materials/resources. To assess needs, determine goals, select implementation activities, and evaluate outcomes.

TARGET USER(S)

Local, regional and state educational agencies personnel and planning committees which include community members and parents. Useful for pre-service education, for administration and counseling programs.

TARGET SETTING(S)

Education agencies (K-adult) and college counseling, administration, and teacher education courses.

DEVELOPER

Developed at Eastern Illinois University, 1976. (Revised Edition, 1978, developed at the University of Illinois.)

SPONSOR

U.S. Office of Education, Bureau of Occupational and Adult Education, Department of Health, Education, and Welfare, Part "C," Vocational Education Act of 1963.

DATE PUBLISHED

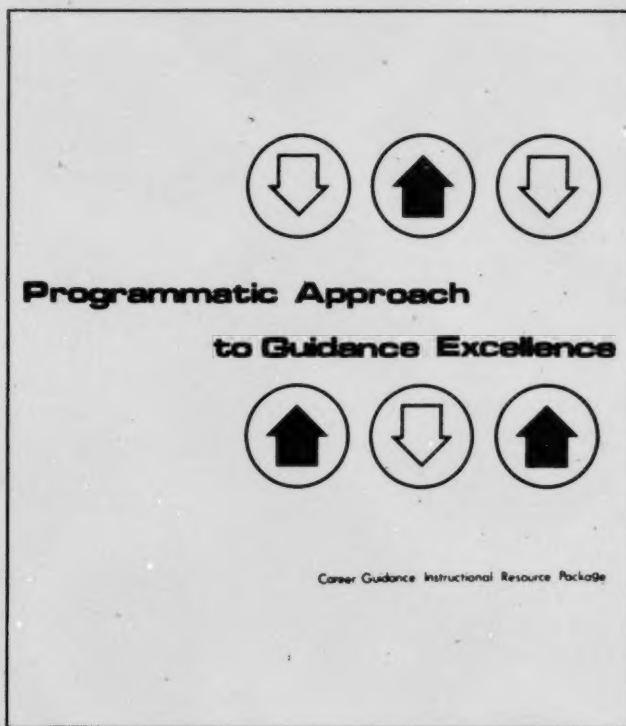
1976 (Revised Edition, 1978)

ORDERING INFORMATION

Materials available from:

Curriculum Publications Clearinghouse
Western Illinois University
76 B Horrabin Hall
Macomb, IL 61455

PRICE: \$79.50 plus charges for postage and handling.



ABSTRACT

Designed as inservice and preservice training materials for planning a comprehensive career guidance program. Enables users to assess individual and institutional needs, determine goals, state objectives, select objectives, select appropriate implementation activities, and devise evaluation procedures. Based upon career development principles and intended to make best use of school and community resources. Focus is upon three aspects of a total career guidance program: program planning, curriculum-based guidance, and job placement. Planning procedures (using the planning boards, markers and goal statements to determine priorities) can be used by communities to plan other programs.

DEVELOPMENT

Developed by project staff at the Center for Educational Studies at Eastern Illinois University under the direction of Dr. Marla Peterson and Dr. Janet Treichel. Revised edition was developed at the University of Illinois under the direction of Dr. Treichel.

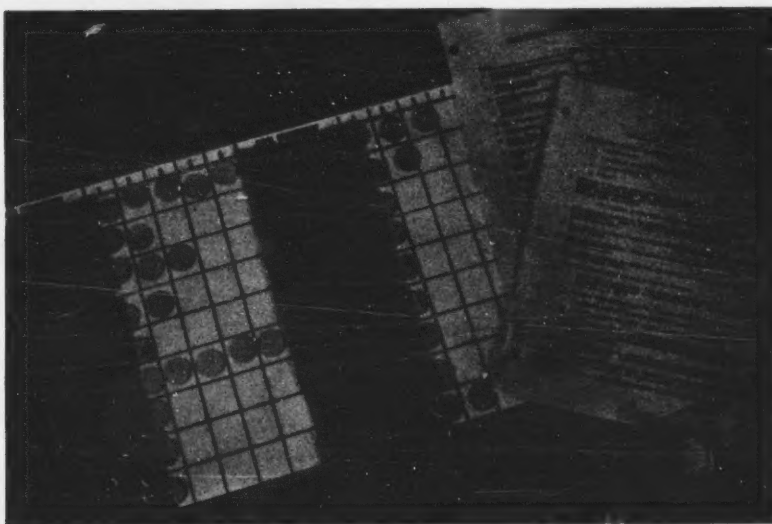
FIELD TESTS

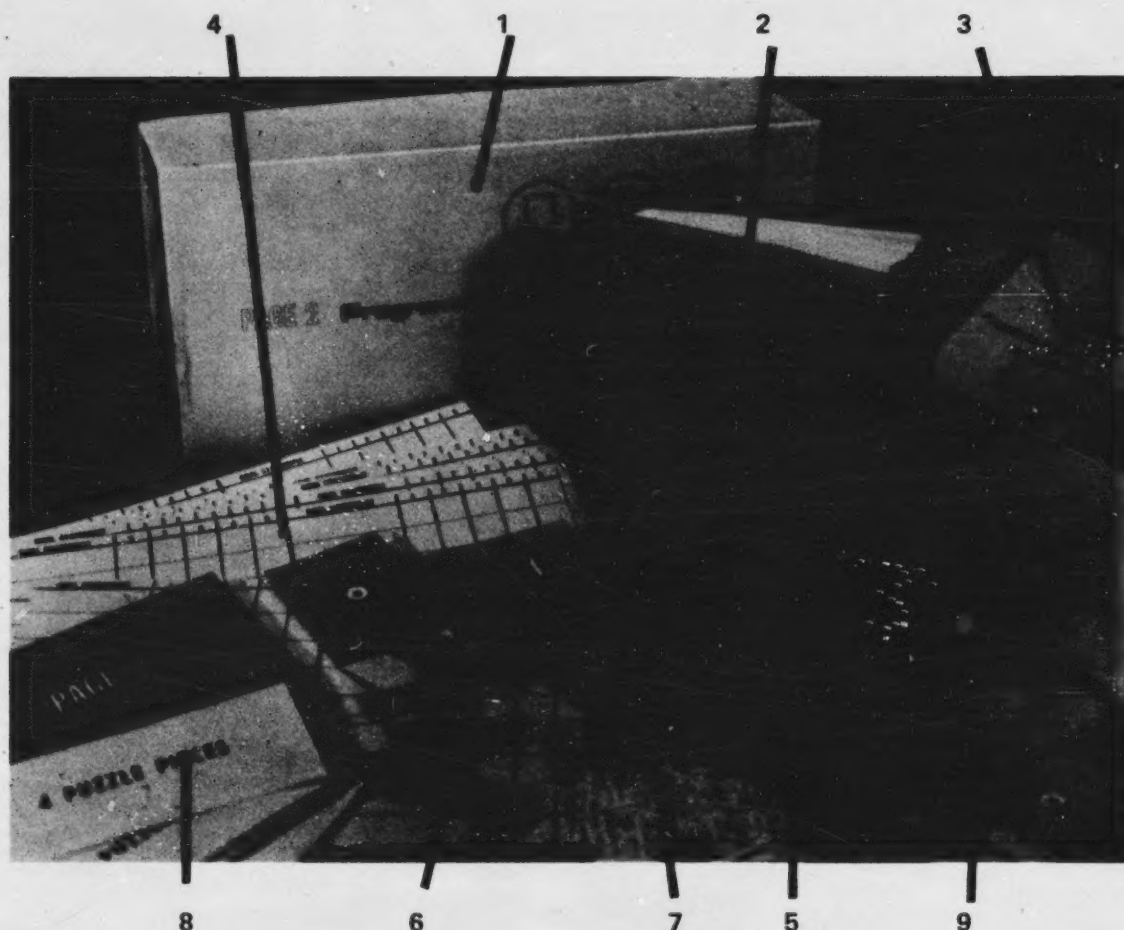
PAGE 2 materials were field tested in three five-day inservice programs in three Illinois school districts during 1976. (See bibliography for report.) Planning materials have been used to develop state plans in other program areas in Alaska and have been used by a number of committees and school systems to plan educational programs.

BIBLIOGRAPHY

Peterson, M. P.; Treichel, J. M.; Felstehausen, J. T.; and Wiessmann, S. B. *Programmatic Approach to Guidance Excellence (PAGE 2)*. Final Report. Eastern Illinois University, Charleston, IL. 1977.

Planning boards, goal statement cards and markers are provided for use in ranking goals for career guidance programs. Hand-outs explain how to use planning boards and help summarize the ranking of goals.





The package consists of the items identified on the following page.

The Facilitator's Handbook is a guide and resource for the planning committee leader, inservice training leader, or course instructor. Tabs in the three-ring heavy-duty vinyl-covered binder divide the six sections explained below.

The first three sections, Modules I, II, III, include two or more self-contained lessons which incorporate a variety of activities. The activities include a missing square puzzle group activity and individual/group use of planning boards, goal statements, and markers. The lessons each have a basic format, including goals, time required, materials used (such as handouts, transparencies), procedures. Selected lessons include lecturettes which provide information about planning for career guidance, needs assessment, curriculum-based career guidance programs and job placement.

The complete package consists of the following items packed in (1) a study cardboard box:

No.	Quantity	Item and Description
2	1	<i>Facilitator's Handbook</i> (10-3/4" x 11-1/3" 3-ring heavy-duty binder) contains: • <i>Introduction</i>. Provides an overview and contents inventory of PAGE 2, explanations of lesson format, coding of materials, recommended time schedule, pre-workshop strategies, news release, and workshop registration forms. (31 pages) • <i>Evaluation</i>. Contains evaluation techniques to assess overall instructional effectiveness and attainment of lesson goals in PAGE 2. (16 pages) • <i>Module 1: Planning a Career Guidance Program</i>. Provides information and activities for understanding trends in career guidance, importance of planning, goals of a comprehensive career guidance system, relationship of goals and needs, needs assessment, designing a career guidance program, and evaluation of career guidance programs. (79 pages) • <i>Module 2: Implementation Approaches for a Curriculum-Based Career Guidance Program</i>. Provides information and activities for understanding basic approaches of implementation and their application to a school setting. (22 pages) • <i>Module 3: Establishing Objectives for a Comprehensive Job Placement Program</i>. Provides information and activities for understanding comprehensive job placement programs, objectives, scope of services, organizational patterns, and trends. Helps participants determine a plan of action to establish priorities and implement a job placement program. (38 pages) • <i>Masters</i>. Contains a camera-ready master copy of each evaluation instrument, each handout, and each transparency included in Modules 1-3. (61 pages)
3	1	<i>Technical Report</i> . Cites procedures and results of PAGE 2 field testing.
4	28	<i>Planning Boards</i> . Sturdy paper.
5	28	<i>Sets of Markers</i> (45) for planning boards.
6	28	<i>Sets of Career Guidance Goal Statements</i> (18).
7	28	<i>Sets of Career Guidance Goal Card Sort Decks</i> .
8	2	<i>Sets of Missing Square Puzzle Materials</i> .
9	7	<i>Sets of Job Placement Program Objectives</i> (18).

The package also includes an envelope of extra supplies, such as markers and blank cards.

Brief Facts

RURAL AMERICA SERIES (RURAL)

RURAL AMERICA SERIES (RURAL)

OBJECTIVE

To assist in the systematic planning, development, implementation, and evaluation of comprehensive career guidance and counseling programs. To provide resource materials for establishing and maintaining comprehensive programs, includes handbooks, references, charts, etc. adaptable for local use.

TARGET USER(S)

Local education agency personnel, especially counselors, as well as state department and regional planners of inservice leadership training.

TARGET SETTING(S)

Rural or small school districts and individual schools within them. Useful for state departments and in college counselor education courses.

DEVELOPER

A consortium of the National Center for Research in Vocational Education (The Ohio State University, Columbus, Ohio), Wisconsin Vocational Studies Center (University of Wisconsin, Madison, Wisconsin), and The School of Education (Northern Michigan University, Marquette, Michigan).

SPONSOR

U.S. Office of Education, Bureau of Occupational and Adult Education, Department of Health, Education, and Welfare, Part "C," Vocational Education Act of 1963.

DATE PUBLISHED

1977

ORDERING INFORMATION

National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, OH 43210



PRICES: Entire series of 16 handbooks with with 4 binders . . . RD 118 . . . \$85.00

Prices of individual handbooks on pages 48 and 49.

NOTE: Prices include postage and handling. Purchase orders accepted for orders over \$10. Under \$10: checks/money orders. Discounts for quantity orders of 5 or more items: \$50-100—5%, \$101-200—10%, \$201-300—15%, \$301-400—20%, \$401-2,000—25%, above \$2,000—35%.

ABSTRACT

Designed as a guide for planning, developing, implementing, maintaining, and evaluating comprehensive career guidance and counseling programs for schools in rural (or small) communities. The program planning procedures are based on a systematic problem-solving approach which includes needs assessment, objective development, resource assessment, strategy development and programming, implementation, and evaluation. Materials suggest practices through which schools can organize programs to meet the career development, planning, decision-making, and placement needs of youth in rural communities. The 16 handbooks can be used separately or as part of subsets with related materials. The entire set is useful as a reference/resource for personnel in career centers, guidance/counseling programs, teachers, and school administrators.

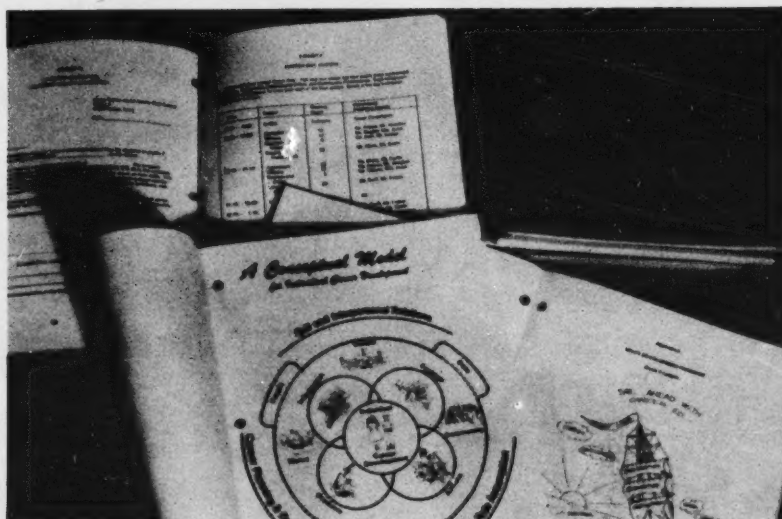
DEVELOPMENT

Developed by a consortium of the National Center for Research in Vocational Education (The Ohio State University), the Wisconsin Vocational Studies Center (University of Wisconsin), and the School of Education (Northern Michigan University) under the direction of Harry Drier, John Hartz and Walter Stein.

FIELD TESTS

Field tested over a fifteen-month period in secondary and postsecondary schools located in nine states. Field sites have reported demonstrated effectiveness of materials and increased cooperation with community members. A case study report of national field tests will be available September 1978 from the National Center for Research in Vocational Education.

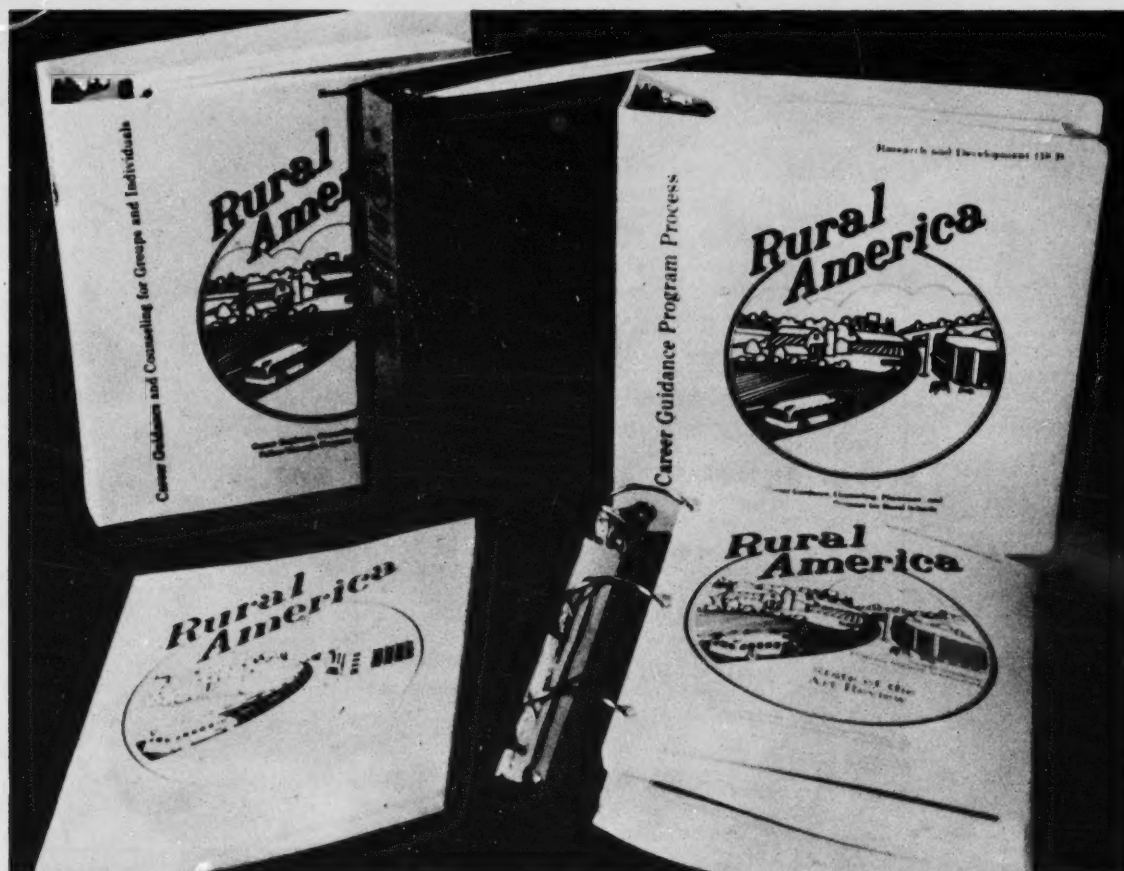
Handbooks contain charts, planning guides and instruments that can be adopted or adapted for local use. Text is printed in 11 point type. Format of pages is varied and easy to read.



BIBLIOGRAPHY

Drier, H. N. and Axelrod, V. "Career Guidance in Rural Schools," *Vocational Guidance Association Journal*, Summer, 1978.

Altschuld, J. W.; Kimmel, K. S.; Axelrod, V.; and others. *From Idea to Action: Career Guidance Plans of Rural and Small Schools*, Columbus, OH: The National Center for Research in Vocational Education, 1978.



The complete series (RD 118) consists of 16 reusable handbooks which are either saddle-stitched or perfect bound. The handbooks contain 8½" x 11" pages which are perforated for easy removal. The handbooks are printed in black ink on standard white stock, with heavier colored stock covers.

The handbooks can be used individually as planning guides or resource materials. Each handbook is self-contained, with necessary procedures, information and resources as well as camera-ready masters of handouts, data collection instruments, etc.

The four subsets contain three to five related handbooks. Altogether the series can be used as a set of comprehensive resource handbooks for initial planning and continuing improvement of career guidance programs.

Subset	Description	Order No.	Price
SUBSET 1: Career Guidance Program Support Information Document Documents	Contains the following handbooks:	RD 118 A	\$26.00
	<i>State of the Art Review.</i> Reviews the characteristics of rural homes, schools and communities in terms of their influences on rural youth's personal and educational development. Describes the aspects of a comprehensive career guidance and counseling program. (182 pages)	RD 118 A1	11.00
	<i>Life Role Development Model.</i> Provides a model of a systematic approach for developing comprehensive career guidance, counseling, placement, and follow-through program for rural schools. Describes career development domains. (57 pages)	RD 118 A2	4.50
	<i>Career Guidance Resources.</i> Contains over 500 abstracts of career development materials for grades K-14. Describes over 50 rural career development programs. Includes easy to use indexes and a listing of publishers. (339 pages).	RD 118 A3	16.60
SUBSET 2: Career Guidance Program Process Handbooks	Contains the following handbooks:	RD 118 B	21.00
	<i>Planning and Implementation.</i> Provides coordinator with a guide to organizing and implementing a systematic program planning process and to selecting/orienting a planning committee. (45 pages)	RD 118 B1	3.25
	<i>Career Development Needs Assessment.</i> Provides a guide for assessing career development needs of youth in a rural school and community. (143 pages)	RD 118 B2	8.25
	<i>Behavioral Objectives.</i> Provides guidelines for writing behavioral objectives. (51 pages)	RD 118 B3	3.80
	<i>Resource Assessment.</i> Describes procedures for conducting a school/community resource assessment. (56 pages).	RD 118 B4	4.50
	<i>Deciding Via Evaluation.</i> Describes procedures for using evaluation to improve program management and performance. (100 pages)	RD 118 B5	7.25
SUBSET 3: Career Guidance and Counseling for Groups and Individuals	Contains the following handbooks:	RD 118 C	40.00
	<i>Career Counseling in the Rural School.</i> Describes content and process of individual career counseling. (262 pages)	RD 118 C1	14.00
	<i>Desk Reference: Facilitating Career Counseling and Placement.</i> Provides career and placement information, a bibliography on counseling, and career planning/placement materials. (157 pages)	RD 118 C2	9.75
	<i>An Individualized Approach to Career Counseling and Placement.</i> Describes career counseling as a combination of the systems approach and one-to-one counseling. Presents a model to help students make the transition from schools to their next career role. (34 pages)	RD 118 C3	3.25

Subset	Description	Order No.	Price
SUBSET 3 (Continued)	<i>Transitional Career Placement in the Rural Schools.</i> Describes school based career placement activities. (34 pages)	RD 118 C4	\$ 7.75
	<i>Career Guidance Practices.</i> Provides examples of career guidance activities in the school and community. (269 pages)	RD 118 C5	14.00
SUBSET 4: Career Guidance Program Support Functions	Contains the following handbooks:	RD 118 D	12.75
	<i>Staff Development.</i> Describes procedures and activities for conducting a staff development workshop. (71 pages)	RD 118 D1	5.10
	<i>Community Relations and Involvement.</i> Describes strategies for involving the community in the career guidance program. (71 pages)	RD 118 D2	5.50
	<i>Rural Community Perspectives Toward Career Development.</i> Describes procedures for assessing and changing community attitudes toward career guidance programs. (97 pages)	RD 118 D3	6.75

Brief Facts

A SYSTEMATIC APPROACH TO GUIDANCE
(MESA)

OBJECTIVE

To train school staff to systematically develop a competency-based, comprehensive career guidance, counseling, placement and follow-up program. To provide in-depth understanding of the competencies necessary for a program based on a comprehensive career counseling approach.

TARGET USER(S)

School staff, including counselors and administrators. Useful for preservice counseling students and education-related agency personnel.

TARGET SETTING(S)

School districts: elementary, junior high and high schools. Useful in college counselor and teacher education courses, as well as education-related agencies.

DEVELOPER

Mesa Public Schools (Guidance Services Center, Mesa, Arizona) in cooperation with the American Institutes for Research (Palo Alto, California)

SPONSOR

U.S. Office of Education, Department of Health, Education, and Welfare, Part "C" of the Vocational Act of 1963 and Title III of the Elementary and Secondary Education Act of 1965.

DATE PUBLISHED

1974

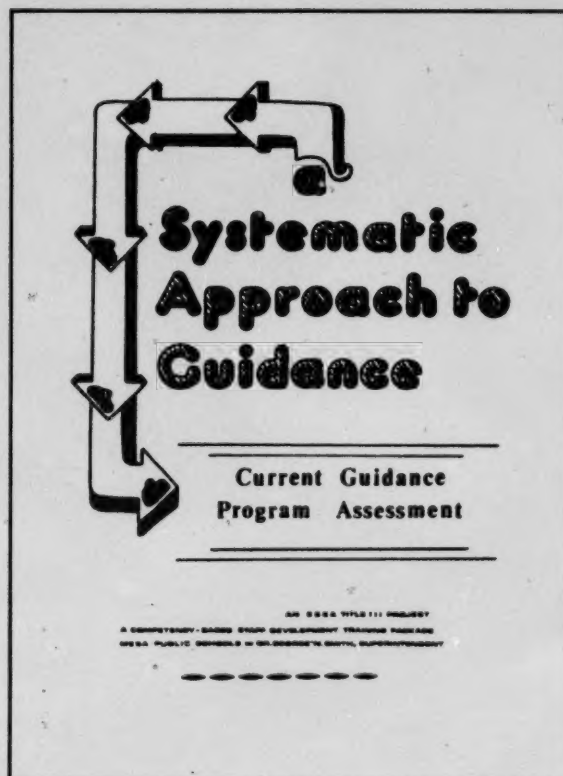
ORDERING INFORMATION

Mesa Public Schools
Guidance Department
140 South Center
Mesa, AZ 85202

PRICES: Entire set, 8 modules . . . \$24.80

Prices of individual modules on page 54.

NOTE: Purchaser pays cost of packaging and postage. Indicate whether to ship library rate, 4th class special handling, first class, or air mail.



ABSTRACT

Designed for inservice training of Mesa Public Schools staff in planning and developing a systematic, comprehensive career guidance, counseling, and placement program. Useful in other school systems and college preservice courses for program planning and development. The eight modules are sequential and interrelated but can be used separately to plan or better understand specific components of career guidance programs. The modules focus upon developing staff competencies in the four phases of a comprehensive approach: planning competencies, structuring competencies, decision-making competencies, and implementing competencies.

DEVELOPMENT

Developed by Mesa Public Schools staff under the direction of Byron E. McKinnon and Duane Richins, with assistance from G. Brian Jones and other American Institutes for Research (Palo Alto) personnel. Title III participants were directed by Fred J. Sughrue. (Additional modules are being developed at this time.)

FIELD TESTS

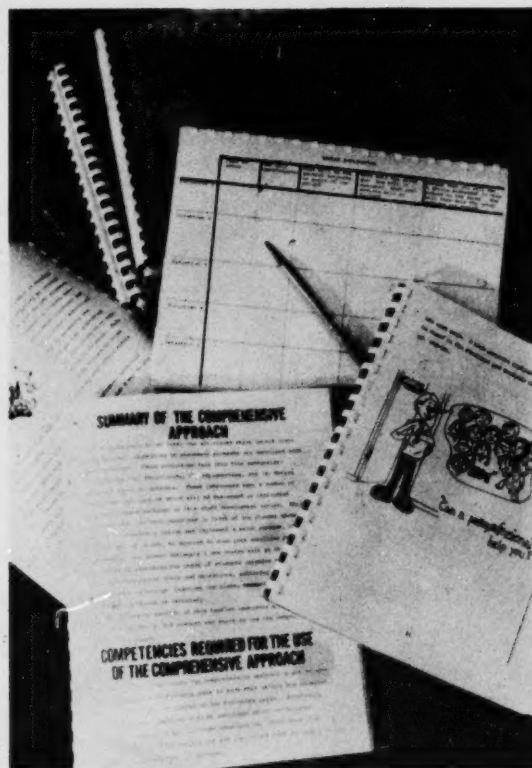
The 8 modules have been used for planning Mesa Public Schools career guidance programs, and have been field tested in other sites: Houston (Texas) Independent School District, Roseville Area Schools, St. Paul (Minnesota), Cortez (Colorado) Public Schools, Flowing Wells School District, Tucson (Arizona), Scottsdale High School, Scottsdale (Arizona), Apache Junction High School, Apache Junction (Arizona), and Shadow Mountain High School, Paradise Valley School District, Phoenix (Arizona).

BIBLIOGRAPHY

Richins, Duane. "The Counselor's Role in Career Education," *Career Education, The Third Yearbook of the American Vocational Association*, Joel Magisos (Ed.), AVA, Washington, D.C. 1973.

McKinnon, Byron E., Jones, G. B., "Field Testing a Comprehensive Career Guidance Program, K-12," *The Personnel and Guidance Journal*, May 1975.

Handbooks are illustrated with cartoons and line drawings. Text is typewritten in 10 point and double-spaced. Notes in margins emphasize important points. Pre and post tests, along with progress checks, assess user's understanding of materials.





The entire set consists of 8 reusable handbooks which are plastic comb bound. The handbooks are printed in black ink on gold colored stock, with heavier covers in varied colors.

The handbooks, or modules, are designed as competency-based, individualized learning and planning modules. Individuals work at their own pace, but should not take over 15 hours to complete any one of the eight modules. Self-administered progress checks help determine how well the material is being understood and applied to program planning.

Each module has a table of contents, module goal, objectives, explanatory text, pre- and post-assessments, group activities, application procedures, and references. Cartoons, line illustrations, worksheets, and charts emphasize important points.

The modules are interrelated but can be used separately to plan any part of the guidance program. A flowchart defines four major phases of the comprehensive approach to guidance, counseling, and placement and how they relate to each other. Darkened segments indicate where each module fits into the overall scheme on the flowchart.

Module	Description	Order No.	Price
MODULE 1 <i>Orientation</i>	Provides an overview of the comprehensive approach to guidance, counseling, and placement; its advantages; how competency-based training is related to this approach. (124 pages)	TP-P1	\$ 3.10
MODULE 2 <i>Assessing Desired Outcomes</i>	Presents various methods of planning and conducting needs assessments to determine desired career development outcomes for the program's students; explains summarizing, analyzing, and reporting needs assessment data. (140 pages)	TP-P2	3.60
MODULE 3 <i>Computer Assisted Reporting</i>	Provides an overview of the process necessary to develop a computer information system; enables selection of best methods for gathering and analyzing data for program's needs. (105 pages)	TP-P3	2.40
MODULE 4 <i>Current Guidance Program Assessment</i>	Provides an understanding of why current guidance program assessment of status is necessary, how assessment is conducted and how data can be used. (97 pages)	TP-P4	2.50
MODULE 5 <i>Determining Program Goals and Objectives</i>	Uses the current status assessment and desired outcomes reports to produce program goals and student performance objectives. (104 pages)	TP-P5	2.70
MODULE 6 <i>Alternative Strategies</i>	Examines various methods, approaches, and techniques of implementing a career guidance system; develops skills for developing alternative counseling strategies. (85 pages)	TP-S-1	3.50
MODULE 7 <i>Groups and Group Leadership Skills</i>	Presents an overview of ways to lead task counseling and other groups to implement a career guidance system; develops basic communication skills to facilitate interpersonal interaction in groups. (114 pages)	TP-1-1	3.50
MODULE 8 <i>Planning Paraprofessional Programs</i>	Explains the development and major issues involved in using paraprofessionals; provides a structure to implement and evaluate a paraprofessional career guidance program. (98 pages)	TP-1-2	3.50

INTEGRATING PLANNING MODELS

CONTENTS:

INTEGRATING MODELS

SELECTING PLANNING COMPONENTS

**BAXTER SCHOOL'S
"MIX 'N MATCH" SELECTIONS**

SUGGESTED ADDITIONAL SELECTIONS

INTEGRATING MODELS

The five models in this catalog offer a range of alternative procedures and outcomes of planning. Although each can be used alone, another approach is to use components from two or more models.

Components are either subsets or individual handbooks, manuals, guides, or audiovisual materials. Components of each model (except PAGE 2, which is sold as a single unit) are available individually from their publishers. Components can be "mix n' matched" to build an optimal planning model for the specific needs of your school or school system.

components can be
"mix n' matched"
to suit needs

Consider the specific and unique needs of your school or school system in the selection process. Schools which have a well established guidance program may require a career guidance re-orientation rather than total reorganization. Others may plan a completely new program, based upon needs and goals assessed by the school/school system personnel and community. (See "Planning Considerations," page 25 and "Selection Guide," page 73.)

"mix n' match" may
be a better fit than
one model

In any case, you have the option to choose components best suited for your school's needs. Although simply choosing one model may be tempting, "mix n' match" selection may afford a better fit for your school or school system. Components from several models can be selected and used effectively for planning a career guidance program. The following describes a hypothetical case of selecting components to suit a particular school system's planning needs.

SELECTING PLANNING COMPONENTS

The Baxter School System administration's objective is to reorganize the 7-12 guidance program to promote students' career development, career planning, and career placement. There is no current policy to guide the reorganization although there seems to be a strong community press to graduate students with career goals and skills. Located in the urban city of Baxter, in a midwest state, the school system employs about 150 professional personnel for its enrollment of almost 3,000 students.

a district decides
to plan

Ann Livingston, Coordinator of Guidance Services, has been assigned to reorganize the current guidance program to emphasize career development for all the students. She is authorized to mobilize a planning committee, utilize available resources, purchase necessary materials, and coordinate the planning and implementing of a new

parents, community
members, and school
personnel become
involved

program. Ms. Livingston knows that, despite time limitations, a successful program depends upon attainable goals and careful planning. She understands the importance of involving parents, community members, teachers and administrators along with guidance staff in the reorganization.

Career guidance and comprehensive guidance systems are relatively recent trends in education. Since Ms. Livingston has little, if any, personal staff development time, she needs an expedient way to re-orient her own guidance philosophy and guide the program planning process. She decides to order and use materials developed especially for planning and implementing comprehensive career guidance programs systematically. She bases her selections upon her need for information and a realistic appraisal of how much staff time and other resources can be invested. Since the available planning models contains a wide range of information and planning aids, she must assess what she and the planning committee can reasonably use.

help for planning
is needed

Rather than use one model, Ms. Livingston selects components from these models that are best suited for the Baxter schools and community. She uses the CPSS "Coordinator's Training Guide" to understand her role as a change agent and how to organize the planning process. She supplements this with the "Planning Implementation" handbook from the *Rural America Series* which includes checklists and planning aids useful in coordinating the planning process.

selection of materials
begins

She plans to use the planning board and instructions in "Module 1" (not available separately) from the *PAGE 2* model because it immediately involves the planning committee in deciding priorities for the program. Although the other models include goals identification, *PAGE 2* describes goals that will orient the planning committee to thinking about their objectives for Baxter's career guidance program.

In addition, she will use the CPSS filmstrip-audio tape, "An Orientation to CPSS" to introduce career guidance concepts and provide additional motivation. This filmstrip explains the planning process and describes outcomes of a well-planned systematic program. Ms. Livingston will augment the filmstrip with *PAGE 2* lecturettes which discuss the life career orientation of a career guidance program and how it can be implemented through the curriculum, career guidance centers, and placement services.

components from
several planning
models are selected

For additional inservice, she provides her staff members with AIR's "Orientation" module which examines leading career development theories in terms of a comprehensive career guidance program. During this time, Ms. Livingston plans to have her guidance staff use Mesa's "Current Guidance Program Assessment" to identify their current program's objectives and practices.

She will follow *PAGE 2* guidelines for needs and resource assessments with supplementary CPSS camera-ready masters to elicit specific resource information and survey student, parent, and alumni opinions of career guidance needs.

Subsequent planning will depend upon the priorities determined by the planning committee and results of the needs and resource assessments. The planning committee will use the *PAGE 2* program planning sheets to outline necessary steps to achieve these specific goals.

Looking ahead, Ms. Livingston realizes she will need a number of aids to implement the program. She plans to use the CPSS manuals for "Writing Behavioral Objectives" and "Producing Career Development Units" along with *PAGE 2*'s "Implementation Approaches for a Curriculum-Based Career Guidance Program." For additional ideas, she will refer to *Mesa*'s "Alternative Strategies" and provide her staff with several copies of *Rural America Series* handbooks, "Desk Reference: Facilitating Career Counseling and Placement" and "Career Guidance Resources."

Using this approach, Ms. Livingston secures only those components most appropriate to the Baxter Schools' planning needs. Knowing time and resources limitations, she opts for expedient planning materials without sacrificing necessary steps in the planning and implementation process. Once planning and implementation are underway, Ms. Livingston will order additional materials for specific needs such as establishing a placement service and evaluating the program.

BAXTER SCHOOL'S "MIX N' MATCH" SELECTIONS

The following lists Ms. Livingston's selections of planning model components for the Baxter School System's guidance program reorganization.

Her selections are listed according to the "Specific Tasks of Planning," Matrix II, page 66.

Planning Tasks	Model & Component	Order No.	Price
Overview, orientation, organization and planning goals	CPSS "Coordinator's Training Guide"	RD 119 A	\$4.40
Overview, orientation, organization and planning goals	RURAL "Planning Implementation"	RD 118 B1	3.25
Overview, organization and program goals	PAGE 2 "Module 1"	(none)	(not available separately—\$79.50 for entire package)
Overview and orientation of program goals	CPSS "An Orientation to CPSS"	RD 119 K	sold in sets of 4 filmstrips—audio cassettes—\$15

Planning Tasks	Model & Component	Order No.	Price
Overview and career development theories	<i>AIR</i> "Orientation" and "Coordinator's Guide"	(none) (none)	\$6.00 1.00
Needs assessment	<i>MESA</i> "Current Guidance Program Assessment"	TP-P-3	\$2.50 each (order enough for guidance staff)
Needs and resource assessment	<i>PAGE 2</i> "Needs" and "Resource Assessment"	(none)	-----
Needs and resource assessment, methods and implementation	<i>CPSS</i> "Camera Ready Masters"	RD 119 BM	\$7.40
Developing objectives	<i>PAGE 2</i> "Program Planning Sheets"	(none)	-----
Writing objectives	<i>CPSS</i> "Writing Behavioral Objectives"	RD 119 I	\$1.75 each (order enough for committee)
Developing methods	<i>CPSS</i> "Producing Career Development Units"	RD 119 J	\$1.90 each (order enough for committee)
Implementation	<i>PAGE 2</i> "Implementation Approaches for a Curriculum-Based Program"	(none)	-----
Developing methods and implementation	<i>MESA</i> "Alternative Strategies"	TP-5-1	\$3.50
Implementation and evaluation	<i>RURAL</i> "Desk Reference: Facilitating Career Counseling and Placement"	RD 118 C2	\$9.75
Developing methods	<i>RURAL</i> "Career Guidance Resources"	RD 118 A3	\$16.60

SUGGESTED ADDITIONAL SELECTIONS

The following lists selections useful in establishing Baxter's high school placement service and career center, and for evaluating the career guidance program. More supplementary materials are listed in Resources, pages 77-98.

Planning Tasks	Model & Component	Order No.	Price
Placement	<i>PAGE 2 "Planning a Job Placement Program"</i>	(none)	-----
Placement	<i>RURAL "An Individualized Approach to Career Counseling and Placement"</i>	RD 118 C3	\$3.25
Evaluation	<i>RURAL "Deciding via Evaluation"</i>	RD 118 B5	\$7.25
Evaluation	<i>CPSS "Coordinator's Handbook," Chapters 7 and 8</i>	RD 119 B	\$6.75

SELECTING PLANNING MODELS

CONTENTS:

SPECIFIC TASKS OF PLANNING

MATRIX II: SPECIFIC TASKS OF PLANNING

USING THE MODELS

MATRIX III: USING THE MODELS

SELECTION GUIDE

WORKSHEET II: SELECTION GUIDE

SPECIFIC TASKS OF PLANNING

Planning models are orderly procedures with specific steps for accomplishing tasks necessary for systematic planning. The planning models in this catalog deal with these tasks in various ways. One model may place more importance upon initial organization while another emphasizes needs assessments. Of course, the emphases are determined by the models' target users and settings.

The matrix on pages 66 and 67 lists the individual components of the models and identifies which planning tasks are addressed by them.

The first three columns indicate "planning for program planning" efforts. The first, *Overview*, pertains to the "big picture" of the total model, what it is, and what it hopes to accomplish. The second column, *Orientation*, although similar to *Overview*, refers to explanations of how to use the model. The third column, *Organization*, refers to organization of committees, personnel, etc. for planning.

The next seven columns address the tasks related to the actual planning of the program and student career development:

1. Defining, stating and/or ranking *Goals* or objectives for the career guidance program.
2. Identifying *Needs* as perceived by students, school staff, community/parents, and/or graduates.
3. Identifying *Resources* of the school and community available/usable for the career guidance program.
4. Developing *Objectives* for the career guidance program, usually by analyzing the goals in relation to the needs and resources.
5. Selecting appropriate *Methods* or strategies for meeting these objectives.
6. Explaining/discussing *Implementation* of these methods.
7. Procedures of *Evaluation*, both ongoing (formative) and concluding (summative).

seven tasks of planning: Goals, Needs, Resources, Objectives, Methods, Implementation, Evaluation

Before ordering planning models or components, assess your needs for planning according to the "Selection Guide" on page 73. The components of each planning model are listed with their developers' order numbers. Ordering information for each is specified on the "Brief Facts" page for each model.

refer to Selection
Guide to plan your
program

The components have been reviewed for content in terms of the planning tasks in each column. These are somewhat generalized, of course, as each model treats the tasks differently.

The matrix can be used either to assess which planning tasks are addressed by a specific component or to identify components that address local needs for planning. Keep the overall objectives of the models in mind when deciding which components are best for your school/school district's needs.

MATRIX II

Specific Tasks of Planning

Order No.		overview of planning	orientation to planning procedures	organization of planning procedures	assessing program goals	assessing needs	assessing resources	developing objectives	developing methods	implementation	evaluation	Other Information
CAREER PLANNING SUPPORT SYSTEM (CPSS)												
1.	Coordinator's Training Guide	119A	•	•	•							career development theories
2.	Coordinator's Handbook	119B	•	•	•	•	•	•	•		•	information file
3.	Camera-Ready Forms	119BM				•	•	•	•		•	demographic data
4.	Advisory Committee Handbook	119C	•	•	•						•	
5.	Assessing Resources	119D			•		•					
6.	Assessing Needs: Surveying	119E			•	•						
7.	Assessing Needs: Tabulation	119F			•	•						
8.	Analyzing Methods	119G		•					•	•	•	
9.	Manual for Writing Behavioral Objectives	119H						•				appendix of objectives
10.	Writing Behavioral Objectives	119I						•				
11.	Producing Career Development Units	119J							•	•		
12.	Filmstrip/Audio Tape Presentations:											
	"An Orientation to CPSS" (A-V1)	119K	•	•	•							
	"Shaping Program Goals" (A-V2)	119K				•	•	•				
	"Behavioral Objectives" (A-V3)	119K						•				
	"Producing CDU's" (A-V4)	119K							•	•	•	
13.	Decision Guide (brochure)	none	•									explains CPSS system/ objectives
DEVELOPING COMPREHENSIVE CAREER GUIDANCE PROGRAMS (AIR)												
Orientation:	1. Career Development Theory	none	•		•							current practices/theories
	2. Program Development Model	none	•	•							•	staff development approach
Phase I:	3. Assessing Desired Outcomes	none			•	•		•			•	
	4. Assessing Current Status	none					•					
	5. Establishing Program Goals	none			•	•					•	
Phase II:	6. Specifying Student Performance Objectives	none						•				
	7. Selecting Alternative Program Strategies	none			•				•	•		
Phase III:	8. Specifying Process Objectives	none			•			•		•	•	staff skills
	9. Developing Program Staff	none			•					•		staff development
	10. Trying Out and Monitoring	none			•				•	•	•	
Phase IV:	11. Conducting Product Evaluations	none									•	
	12. Communicating Evaluation Results	none			•						•	

Coordinator's Guide(s) correspond to the above components.

MATRIX II (Continued)

	Order No.	overview of planning	orientation to planning procedures	organization of planning procedures	assessing program goals	assessing needs	assessing resources	developing objectives	developing methods	implementation	evaluation	Other Information
PROGRAMMATIC APPROACH TO GUIDANCE EXCELLENCE (PAGE 2) (Available only as complete package)	none	•	•	•	•	•		•	•	•	•	placement program goals
RURAL AMERICA SERIES (RURAL)												
1. State of the Art Review	RD118A1	•										
2. Life Role Development Model	RD118A2	•	•	•								career development planning
3. Career Guidance Resources	RD118A3								•			absts. of materials & programs
4. Planning and Implementation	RD118B1	•	•	•								planning checklists
5. Career Development Needs Assessment	RD118B2			•		•						
6. Behavioral Objectives	RD118B3							•			•	
7. Resource Assessment	RD118B4			•			•					
8. Deciding Via Evaluation	RD118B5									•	•	
9. Career Counseling in the Rural School	RD118C1			•					•			individual counseling
10. Desk Reference: Facilitating Career Counseling in the Rural School	RD118C2			•					•	•		career information & biblgs.
11. An Individualized Approach to Career Counseling and Placement	RD118C3								•	•		
12. Transitional Career Placement in the Rural School	RD118C4								•	•		
13. Career Guidance Practices	RD118C5								•			
14. Staff Development	RD118D1			•					•	•		
15. Community Relations and Involvement	RD118D2								•	•		
16. Rural Community Perspective Toward Career Development	RD118D3	•		•								attitudes/value changes
A SYSTEMATIC APPROACH TO GUIDANCE (MESA)												
1. Orientation	TP-P-1	•	•	•								
2. Assessing Desired Outcomes	TP-P-2	•	•								•	
3. Computer Assisted Reporting	TP-P-3	•	•			•	•				•	use of computers
4. Current Guidance Program Assessment	TP-P-4	•	•			•		•				
5. Determining Program Goals and Objectives	TP-P-5	•	•		•	•		•				
6. Alternative Strategies	TP-S-1	•	•						•	•	•	
7. Groups and Group Leadership Skills	TP-1-1	•	•							•	•	staff development activities
8. Planning Paraprofessional Programs	TP-1-2	•	•							•	•	paraprofessional tasks/activities

USING THE MODELS

The matrix on the following pages provides additional information about the five planning models.

The first column gives the estimated time required to use the component according to the developers. Those components intended for use as reference materials have REF. rather than the number of hours listed. The second column specifies the intended users or persons responsible for the component. The third column suggests how many copies of each component are either included in a complete set or needed for a typical planning effort.

The next columns further describe the components in terms of "types of materials." Some components are checked in several columns to indicate the various types of materials they contain. The "explanatory" column refers to those materials which provide information or explanations about career guidance and planning but not specific procedures as do those checked under "procedural guide."

There is no column to indicate whether materials are consumable or nonconsumable since all are technically reusable. Additional information regarding format, etc., is provided in the Planning Models section.

MATRIX III Using the Models

	Time Required	User(s)/ Person(s) Responsible	Quantity Required	reference- resource	self-instruction	camera-ready masters	procedural guide	explanatory	audiovisual	Other
CAREER PLANNING SUPPORT SYSTEM (CPSS)										
1. Coordinator's Training Guide	1 week	coordinator	1	•	•			•		abstracts of CPSS materials
2. Coordinator's Handbook	ongoing	coordinator	1	•	•		•			
3. Camera-Ready Forms	ongoing	coordinator	1			•				
4. Advisory Committee Handbook	1 hour	committee members	10(in set)				•	•		
5. Assessing Resources	ongoing	resource leader	1				•			
6. Assessing Needs: Surveying	7 weeks	task force members	5 (in set)				•			
7. Assessing Needs: Tabulation	8 weeks	task force members	5				•			
8. Analyzing Methods	ongoing	methods specialist	1	•			•			method analysis checklist
9. Manual for Writing Behavioral Objectives	2-3 hours	beh. obj. specialist	1		•		•			
10. Writing Behavioral Objectives	2-3 hours	beh. obj. specialist	1				•			
11. Producing Career Development Units	ongoing	teachers, counselors	10(in set)	•			•			sample career develop- ment units
12. Filmstrip/Audio Tape Presentations: "An Orientation to CPSS" (A-V1)	18 min.	all involved or interested	1 per plan- ning effort					•	•	
"Shaping Program Goals" (A-V2)	18 min.	task force members	1 each					•	•	
"Behavioral Objectives" (A-V3)	18 min.	beh. obj. specialist	1					•	•	
"Producing CDU's" (A-V4)	18 min.	teachers, counselors	1 each				•	•	•	
13. Decision Guide (brochure)	30 min.	anyone inter- ested in using CPSS	1 each					•		explains uses of CPSS
DEVELOPING COMPREHENSIVE CAREER GUIDANCE PROGRAMS (AIR)										
Orientation: 1. Career Development Theory	7-8 hours	educator or planner	1 each	•	•			•		
2. Program Development Model	4-5 hours	educator or planner	1 each	•	•			•		explains planning model

MATRIX III (Continued)

				reference- resource	self-instruction	camera-ready masters	procedural guide	explanatory	audiovisual	Other
AIR (Continued)										
Phase I:	3.	Assessing Desired Outcomes	9 hours	educator or planner	1 each	•		•	•	
	4.	Assessing Current Status	5 hours	educator or planner	1 each	•		•	•	
	5.	Establishing Program Goals	5-6 hours	educator or planner	1 each	•		•	•	
Phase II:	6.	Specifying Student Performance Objectives	5-6 hours	educator or planner	1 each	•		•	•	
	7.	Selecting Alternative Program Strategies	4 hours	educator or planner	1 each	•		•	•	
Phase III:	8.	Specifying Process Objectives	6-7 hours	educator or planner	1 each	•		•	•	
	9.	Developing Program Staff	6 hours	educator or planner	1 each	•		•	•	
	10.	Trying Out and Monitoring	5 hours	educator or planner	1 each	•		•	•	
Phase IV:	11.	Conducting Product Evaluations	8-9 hours	educator or planner	1 each	•		•	•	
	12.	Communicating Evaluation Results	7-8 hours	educator or planner	1 each	•		•	•	
Coordinator's Guides (5) correspond to the above components.			—	coordinator(s) of planning effort	1 set per coordinator			•	•	
PROGRAMMATIC APPROACH TO GUIDANCE EXCELLENCE (PAGE 2) (Available only as complete package)			18-20 hours	planning comm. leader	1 per planning effort	•		•	•	planning boards, goal statement cards, puzzle, tech. report
RURAL AMERICA SERIES (RURAL)										
1.	State of the Art Review		ongoing	educators and planners	1 each	•			•	
2.	Life Role Development Model		ongoing	educators and planners	1 each	•			•	
3.	Career Guidance Resources		REF*	coordinators	1 each	•				publishers reference
4.	Planning and Implementation		ongoing	planning coordinators	1 each			•	•	checklists + planning guides
5.	Career Development Needs Assessment		ongoing	planning coordinators	1 each			•	•	sample questionnaires
6.	Behavioral Objectives		ongoing	counselors and educators	1 each		•	•	•	
7.	Resource Assessment		ongoing	counselors and administrators	1 each	•		•	•	resources reference

*Reference

MATRIX III (Continued)

	Time Required	User(s)/ Person(s) Responsible	Quantity Required	reference- resource	self-instruction	camera-ready masters	procedural guide	explanatory	audiovisual	Other
RURAL (Continued)										
8. Deciding Via Evaluation	ongoing	counselors and administrators	1 each	•		•	•	•		
9. Career Counseling in the Rural School	REF*		1 each	•			•	•		
10. Desk Reference: Facilitating Career Counseling in the Rural School	REF*	counselors and administrators	1 each			•	•			
11. An Individualized Approach to Career Counseling and Placement	2-3 hours	counselors	1 each	•				•		
12. Transitional Career Placement in the Rural School	ongoing	counselors	1 each	•		•	•	•		
13. Career Guidance Practices	ongoing	coordinators	1 each	•		•	•			
14. Staff Development	ongoing	counselors	1 each	•						
15. Community Relations and Involvement	ongoing	counselors and administrators	1 each	•		•	•	•		
16. Rural Community Perspective Toward Career Development	ongoing	educators and planners	1 each	•		•		•		sample questionnaires
A SYSTEMATIC APPROACH TO GUIDANCE (MESA)										
1. Orientation	11 hours	educators and planners	1 each		•			•		
2. Assessing Desired Outcomes	11 hours	educators and planners	1 each		•			•		
3. Computer Assisted Reporting	9 hours	educators and planners	1 each		•			•		computer terms glossary
4. Current Guidance Program Assessment	13 hours	educators and planners	1 each		•			•		sample questionnaire
5. Determining Program Goals and Objectives	12 hours	educators and planners	1 each		•			•		
6. Alternative Strategies	11 hours	educators and planners	1 each		•		•	•		
7. Groups and Group Leadership Skills	12 hours	educators and planners	1 each		•		•	•		
8. Planning Paraprofessional Programs	12 hours	educators and planners	1 each		•		•	•		

* Reference

SELECTION GUIDE

After analyzing your school or district situation on Worksheet I, use the following pages as a worksheet to make selections for ordering planning models or components.

Check for your planning needs in the first column. Determine who will use the materials in column 2. Estimate the available or necessary time in column 3 and how many copies will be needed in column 4. Decide which components are most suitable to meet your needs in column 5 and indicate the ordering information and prices in the last column.

Use these to facilitate your selections:

1. **MATRIX I, "Planning Models"**—Provides an overview of purpose, format, information about models.
2. **MATRIX II, "Tasks of Planning"**—Designates which specific tasks recommended for systematic planning are addressed by which components of models.
3. **MATRIX III, "Using Planning Models"**—Cites time requirements, persons responsible, and types of materials in models.
4. **Integrating Models Section**—Describes how to use components from various models to construct a planning resource best suited to unique needs of users.
5. **Planning Models Section**—Describes five planning models in depth, lists all content, prices, and ordering information.

Consult the *Resources* section for additional materials you may wish to order at this time.

SUGGESTION: Use photocopies of the following worksheet to reduce flipping back and forth when checking the matrices and suggested sections of this catalog.

WORKSHEET II
Selection Guide

1	2	3	4	5	6
Your Planning Tasks and Needs	Users/Persons Responsible	Time Required	Quantity Needed	Suitable Model(s) or Component(s)	Ordering Information and Prices
Provide OVERVIEW of planning effort					
Provide ORIENTATION to planning procedures					
ORGANIZE planning procedures					
Determine GOALS					
Assess NEEDS					
Assess RESOURCES					
Develop OBJECTIVES					
Develop METHODS					
Decide IMPLEMENTATION procedures					
Develop EVALUATION procedures					
Organize PLACEMENT service information					
Select ADDITIONAL plan- ning/resource needs					

RESOURCES

CONTENTS:

RESOURCE I:	AN ADDITIONAL PLANNING MODEL
RESOURCE II:	RESUMES OF RESOURCES
RESOURCE III:	RESOURCES CITED IN SECTION 2
RESOURCE IV:	RESOURCES AVAILABLE FROM THE NATIONAL CENTER
RESOURCE V:	AUDIO-VISUAL RESOURCES
RESOURCE VI:	PERIODICALS

RESOURCE I

An Additional Planning Model

The following is not included in the Planning Models section since it was recently published and was not available in time for review.

A Planning Model for Developing a Career Guidance Curriculum

Developer: California State Department of Education
Pupil Personnel Services

**Date
Published:** 1978

Abstract: PART I, "Developing a Career Guidance Curriculum": Describes 13 major concepts important in career development of (K-Adult) individuals. These concepts are in three clusters: Career Planning and Decision Making; Life Styles and Personal Satisfaction; Education, Work and Leisure Alternatives.

PART II, "A Leader's Guide": Guides leaders staff planning of career guidance programs. Provides skills to take the 13 concepts from a theoretical stage through seven planning steps to a student-oriented career guidance program.

Format: The 99-page monograph is printed in black ink on standard 8½" x 11" white stock, saddle-stitched, with an orange colored heavier stock cover. The format is easy-to-use, with bold headings, margin notations, worksheets, and charts.

**Ordering
Information:** California Personnel "Guidance Association Publications"
654 East Commonwealth Avenue
Fullerton, CA 92631

Send check, money order, Master Charge or Bank Americard number, or institutional purchase order. Prices include postage and handling.

Member's price: \$5.88

Non-member's price: \$6.89

RESOURCE II

Resumes of Resources

The following are ERIC (Educational Resources Information Center) resumes of documents useful for understanding various aspects of career guidance program planning.

Copies of most of these documents are available for purchase from the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or paper copy (HC) form. These documents are also accessible in microfiche form at postsecondary institutions' libraries and state libraries which have ERIC collections and provide microfiche readers. Some libraries have equipment to make paper copies for their patrons for a small fee.

Order these (or other references followed by an ED number in this catalog) from:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210
(703) 841-1212

Ordering Instructions

1. Order by ED number
2. Specify either microfiche (MF) or paper copy (HC)
3. List the price
4. Add postage:

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1 LBS. 75 or fewer MF or HC Pages .48	2 LBS. 76-150 MF or HC Pages .66	3 LBS. 151-225 MF or HC Pages .84	4 LBS. 226-300 MF or HC Pages 1.02	5 LBS. 301-375 MF or HC Pages 1.20	6 LBS. 376-450 MF or HC Pages 1.38	7 LBS. 451-525 MF or HC Pages 1.56	8 LBS. Each Additional 75 MF or HC Pages .11

5. Enclose check, money order, or purchase order.

SAMPLE ERIC DOCUMENT RESUME

ERIC accession number—
use when requesting in a
library or ordering from
EDRS

Number of pages

Title of document

ED 064 479

Perspectives on Career Education

Author(s)

Taylor, Robert E.

(Presentation at the meeting of the Oregon Association of School
Administrators, Corvallis, Oregon)

Where presented or
developed

March 30, 1978

46 pages

ERIC Document
Reproduction Service
prices

EDRS Prices: MF—\$0.83 HC—\$2.06 plus postage

Brief abstract of
document

The primary motive for developing career education is the large number of students graduating or leaving schools who are unable or ill-equipped to enter the labor force. This situation is compounded by a fragmented, disjointed, and uncoordinated educational system. The concept of career education is not a new or revolutionary idea; rather, it has evolved as a result of redirected educational goals, educational legislation, and research in human development. Career education has been conceptualized as a systematic attempt to increase the career options open to students and to facilitate more rational and valid career planning and preparation. Career education is viewed as a developmental process beginning in kindergarten and extending throughout a student's schooling. The student progresses from awareness and orientation to exploration and skill development in a continuous advancement toward a career. Each of four alternative ways of facilitating career education goals is described, and several factors to be considered in undertaking this major redirection of the American school system are presented and discussed.

ED 117 534

Career Guidance Handbook

(Alabama State Department of Education, Montgomery. Division of Vocational Education and Community Colleges.)

1973

26 pages

EDRS Price: MF—\$0.83 HC—\$2.06 plus postage

The first section of the career guidance handbook provides a brief introduction to the need for career guidance, explains the eight elements and outcomes of career education in the Alabama Career Education Curriculum Model (self-awareness—self-identity, educational awareness—educational identity, career awareness—career identity, economic awareness—economic understanding, decision making—career decisions, beginning competency—employment skills, employability skills—career placement, and attitudes and appreciations—self/social fulfillment), and discusses the four major constituents of the career guidance process: developing self-awareness, acquiring decision-making skills, developing environmental understanding and awareness, and relating to the world of work. Section two discusses the components of the career guidance program (curriculum base, pupil data system, information system, work observation and experience, group and individual counseling, educational and occupational placement, and research and evaluation), identifies the responsibilities of guidance specialists, teachers, principals, parents, students, employers, and other community members in career guidance, and outlines procedures for evaluating career guidance programs. A three-page annotated bibliography is included.

ED 118 888

Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines

Gustafson, Richard A.; and others

(New Hampshire Research Coordinating Unit for Vocational Education, Concord)

1975

288 pages

EDRS Prices: MF—\$0.83 HC—Available from Richard A. Gustafson, Keene State College, Keene, NH 03431 (\$10.00)

The handbook is designed to aid the educator-counselor in formulating and implementing a workable secondary school career guidance program. A brief introduction presents definitions, the philosophy of career development on which the program is based, and a glossary of terms. Information is organized into 10 sections. Needs assessment, the first section, explains the planning cycle, describes activities in the process, and contains a pool of items for constructing a needs assessment questionnaire. The second section, program organization and management, addresses the sequence of activities needed in organizing a career guidance effort. An extensive collection of student learning activities and other materials for use by teachers and counselors are contained in the third section. The tested activities were developed around the three major components of the New Hampshire conceptual model of career education: attitudes and values, decision making, and world of work. The remaining seven sections of the handbook detail the processes involved in incorporating career

information resource centers, community resources, counseling services, placement services, program evaluation, and follow-up services into the program. Planning steps and models, sample materials, and reference lists and sources and included throughout these sections.

ED 110 836

The Adoption of Systems Innovations in Educational Organizations: A Case Study of Operation Guidance

Kester, Ralph J.; Howard, John, Jr.

(The Ohio State University, Columbus, Ohio. The National Center for Research in Vocational Education)

1975

306 pages

EDRS Price: MF—\$0.83 HC—\$16.73 plus postage

To identify factors which affect the acceptance of innovation in school organizations, a career development product entitled Operation Guidance (OG) was the object of a case study. Five basic organizational characteristics were used to roughly quantify attributes of the organization of the six schools studied. Forty-six hypothesized generalizations are presented concerning how and what influences facilitate the adoption of system-type innovations. Appended materials include comments on instrument development, sample data collection devices, and data tables.

ED 114 504

Life Career Development: Reference Book: Concepts, Goals, Objectives and Activities

(Missouri University, Columbia, MO. Career Guidance Counseling Placement Project)

1973

67 pages

EDRS Price: MF—\$0.83 HC—\$3.50 plus postage

The publication was developed for use in the career education workshops for professional development sponsored by the Missouri State Department of Education. It serves as a resource guide for establishing career development goals and objectives at both the elementary and secondary levels, with emphasis on the junior high school level. The reference volume is divided into eight sections: (1) the process from concepts activities; (2) numbering systems; (3) definition of terms; (4) concepts, goals, and developmental goals; (5) objectives; (6) activities; (7) program strategies for career education and career guidance; and (8) reference materials.

ED 115 740

Structure and Technology for Facilitating Human Development Through Career Education (with a List of Innovative Programs and a Bibliography of Relevant ERIC Literature)

Harris-Bowlsbey, JoAnn; and others

(Northern Illinois University, DeKalb, Illinois. ERIC Clearinghouse on Career Education)

1975

104 pages

EDRS Prices: MF—\$0.83 HC—\$6.01 plus postage

The monograph orders career education program components and assigns responsibility for the their delivery, stating major differentiation areas and placing career development and the counselor's facilitating role at the center. The first three chapters review the modern history of vocational choice, career development, and career education concepts; draw implications for present career education programs; and discuss counselors' and computers' roles in some detail. Currently at a stalemate due to the counselor's poorly defined role and resultant consumer dissatisfaction, guidance clings to a remedial model rendered inadequate by contemporary vocational maturity and career development constructs. Future career guidance needs to be a sequential, planned, developmental support system promoting increasing self-direction and self-support; four exemplary career guidance programs are cited. The status of the five presently operational computer-based career guidance systems is reviewed. Studies reveal guidance tasks which computers perform extremely well; high student appeal and low cost indicate that those should become computer functions, freeing counselor time for functions computers cannot perform. The final chapter presents a unified model for career education delivery and guidance, with role implications for teacher and community. Extensive appendixes include an annotated list of innovative programs and an annotated bibliography of relevant ERIC literature.

ED 106 667

The Life Career Development Program: Guidelines for Organization

(Helena Public Schools, Helena, Montana; University of Missouri, Columbia, Missouri)

1974

109 pages

EDRS Price: MF—\$0.83 HC—\$6.01 plus postage

The publication was prepared to assist Montana school personnel in initiating, developing, and implementing effective K-12 guidance and life career development programs. It contains a rationale, selected theories of career development and occupational choice, domains, concepts, goals, objectives, and implementation procedures for establishing a guidance counseling and placement center. Guidelines are provided for exploring four domains: self, world of work and leisure, career planning, and basic studies. Each of the four sections specifies development goals and activities for primary, elementary, intermediate, and secondary levels. Each activity outline presents goals, an overview, and suggestions for implementation, and specifies the role of others. Topics include career models, sex role stereotypes, business and industry visits, community resources, decision making skills, life style, educational needs, and placement procedures. Program implementation procedures discussed are: personnel involvement, guidance delivery systems, steps in implementation; the use of committees and inservice workshops and a program implementation system. Appended are: (1) a 30-page outline of program concepts, goals, and objectives; (2) plans for a career guidance counseling and placement center; (3) followup survey forms and questionnaires; and (4) an annotated list of resources and references.

ED 124 868

Systems Change Strategies for the Helping Professional

Arends, Richard I.; Arends, Jane H.

(ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan)

1976

109 pages

EDRS Price: MF—\$0.83 plus postage HC—available from Human Sciences Press, 72 Fifth Avenue, New York

This monograph concentrates on the processes of change in a specific social system, the school, and presents specific strategies for promoting system change. It is addressed to school psychologists, counselors, social workers, and pupil personnel workers. The monograph describes both the theoretical and practical aspects of producing system change. The authors describe why schools need to change, and suggest the part that those who provide guidance and pupil personnel services can play. The second chapter explains schools as social systems and describes some group processes through which work is accomplished in schools. Examples and tools appear in the third chapter, while the fourth chapter presents guidelines for facilitating change.

ED 120 611

Guidance Management Model: Planning and Program Development, Needs Assessment, Monitoring and Evaluation, Budgeting and Control

Peat, Marwick, Mitchell and Co., Philadelphia, Pa.

(Presented at the Annual Convention of the North Atlantic Regional Association for Counselor Educators and Supervisors. Kaimesha, NY)

October 7-9, 1975

161 pages

EDRS Price: MF—\$0.83 HC—\$8.69 plus postage

This manual describes a guidance management system which utilizes techniques necessary to identify, plan, implement, control, and assess guidance program activities and services in relation to the school district's changing needs and guidance policy formulation. To be responsive to existing constraints and potentialities within the public school system the management system undertook to (1) plan and organize to collect and analyze information on the existing guidance delivery system and organization; (2) determine general parameters of the planning, control and evaluation functions of the management design; and (3) specify organizational structure to accommodate the assignment of responsibilities and decision-making. The manual discusses the components of the guidance management system as they relate to policy formulation and management, and describes how these components (needs assessment, program development and budgeting, program operations and monitoring, and program evaluation) are operationalized through the techniques of developing a guidance program structure, formulating goals and objectives, conduct program analysis, and collecting and reporting guidance program information.

ED 118 986

Survey and Analysis of Career Placement Activities: Volume II of a Research Project to Develop a Coordinated Comprehensive Placement System

(Wisconsin University, Madison, Wisconsin. Center for Studies in Vocational and Technical Education)

1975

225 pages

EDRS Price: MF—\$0.83 HC—\$11.37 plus postage

Volume 2 of the Wisconsin placement project has intensively analyzed survey data. Users and providers of placement services in select counties were surveyed regarding barriers and facilitations in securing educational/occupational placement. Results showed that areas receiving emphasis at the high school level were: increased opportunities for career planning/counseling, specific occupational preparation, more information on local job openings and occupational projections, and greater use of the referral service. Training, counseling, and information also were desired by the vocational-technical respondents. Providers suggested virtually no placement assistance was available from school personnel for out-of-school youth. A detailed analysis is included of the variable effects of sex, academic standing, race, age, class size, postsecondary activities, and marital status. Appendixes contain supplementary information and copies of the five questionnaires.

ED 137 713

Needs Assessment: Who Needs It?

Hays, Donald G.; Linn, Joan K.

(ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan)

1977

77 pages

EDRS Price: MF—\$0.83 plus postage HC—available from Ms. Carol Reynolds, P.O. Box 39143, Denver, Colorado 80239 \$3.00

This monograph addresses the issue of needs assessment in the educational process and how it applies to the school counselor's role. The authors provide information on the process of needs assessment, from the initial step of obtaining commitment to the final outcome of improvement program planning and development. Using an example common to many situations and settings, the authors spell out the step-by-step procedures necessary for successful implementation of needs assessment. The bibliography and appendixes provide various materials that the readers can adopt or adapt for use in their own work settings. There is also a list of schools and agencies already engaged in the process who will provide reactions and opinions.

ED 133 798

Facts & Figures: A Layman's Guide to Conducting Surveys

Burges, Bill

(Institute for Responsive Education, Boston, Mass.)

EDRS Price: MF—\$0.83 plus postage HC—available from Institute for Responsive Education,
704 Commonwealth Avenue, Boston, Mass. 02215, \$4.00

This book is intended to aid school officials in conducting effective community surveys for the purpose of improving citizen involvement and influence in educational decision-making. It is organized in three major chapters. Chapter 1 presents a detailed discussion of how to conduct an effective survey and how to analyze and use the results. Chapter 2 briefly outlines how to train citizens to conduct good interviews. Chapter 3 consists of six brief case studies of actual community surveys conducted by local educational groups and includes sample questionnaires and interview forms developed for use in these surveys.

ED 148 533

Rural Career Guidance: Administrator's Role in Implementing Change

Edington, Everett D.; and others

(To be disseminated at the 1978 AASA Workshop for Career Education in Small Schools)

1978

89 pages

EDRS Price: MF—\$0.83 HC—\$4.67 plus postage

Rural administrators play a key role in encouraging change within schools and in integrating a career education program into the existing curriculum. The guide covers innovation and its relationship to education's goal and objective; factors affecting educational change within the school, community, and administration; and the community's role in the educational change process. The implementation of an integrated career education program is described in terms of the administrative plan, curriculum development, instructional development teams, pupil personnel services, school organizations and activities program, placement services, staff development, community involvement, advisory committees, and evaluation. Three levels of career education programs are discussed: the elementary school program which should be developmental; the junior high school program which is basically explorative; and the senior high school program which provides opportunities for investigating careers in depth. Key considerations in making a cooperative vocational education program operational are suggested. Four types of community-based experiences in career education are also described: interviews, shadowing (when a student spends a day with a worker at work), field trips, and resource speakers. For the most part, these activities involve the teacher, a single student, a group of students, or the entire class, parents, and the community.

ED 147 737

Counselor's Information Service: Volume 32, Number 3, September, 1977

(B'nai B'rith, Washington, D.C., Career and Counseling Services)

1977

25 pages

EDRS Price: MF—\$0.83 HHC—\$1.67 plus postage

This annotated bibliography of current counseling and educational literature provides information about the following areas: (1) occupations; (2) educational, vocational, and personal procedures; (3) guidance administration and procedures; (4) student aids; (5) free or inexpensive guidance materials; (6) teacher aids; (7) adult education and the aging; (8) handicapped and rehabilitation counseling; and (9) books and periodicals in guidance and related fields. Price information and addresses for ordering the material are included.

RESOURCE III

Resources Cited in Section 2

The following resources, discussed on pages 12-13, are available from:

National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

All prices include postage and handling. Use order number and titles when ordering. Purchase orders accepted for orders over \$10; otherwise send cash, check or money order when placing order.

ORDER NUMBER		PRICE
SN 15	<i>Career Resource Centers.</i> Describes characteristics and needs for career resource centers; steps to plan for a center; how to set up a center; various staffing and management options; ways to select and organize information. Discusses importance of public relations; potential programs, services and activities; and procedures for evaluation. Provides floor plans, layouts, ideas, sample publicity items, questionnaires, bibliography, etc. 1977, 131 pp.	\$ 6.75
RD 120	<i>Coping in the World of Work: Practice in Problem Solving.</i> Instructional Unit includes components listed below which are available individually. Unit includes 30 Student Guides.	98.00
RD 120 A	<i>Instructor's Handbook</i>	12.50
RD 120 B	<i>Student Guide</i>	3.80
RD 120 C	<i>Handout/Transparency Masters</i>	5.50
RD 120 D	<i>Filmstrip/Cassette Programs:</i> (Problems on the Job; Work Entry and Job Adjustment Problems)	13.00
	Targeted to those students and workers who plan to work full or part time. Teaches a broad problem solving method useful in dealing with all kinds of life adjustment and work-related problems.	
RD 128	<i>Involving Significant Others in Career Planning: A Counselor's Handbook.</i> Alerts counselors and other professionals to the potential application of significant others, those who have an important influence on the career plans of young persons in the high school career guidance program. 1977, 35 pp.	3.25

RESOURCE IV

Resources Available from the National Center

The following resources are available on a cost recovery basis from:

National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

All prices include postage and handling. Use order number and titles when ordering. Purchase orders accepted for orders over \$10; otherwise send cash, check or money order when placing order.

ORDER NUMBER		PRICE
Career Development		
IN 80	<i>Application of Vocational Development Theory to Career Education</i> , by Marla Peterson. Explores how vocational development theory (trait-and-factor, decision model, sociological, psychological, and developmental approaches) can be applied to career education programs. 1973, 32 pp.	\$ 2.50
UN 9	<i>Career Development of Women, Proceedings of the 10th Anniversary Program</i> . Editors: Anna M. Gorman and Louise Vetter. Contains five presentations made at The Center's Tenth Anniversary on topics that influence the lives of women in their career choices and development. 1975, 57 pp.	3.75
OC 12	<i>Comprehensive Model of Career Development in Early Adulthood</i> , by John O. Crites. Represents one of the first conceptualization efforts to systematically combine the major facets of job entry adjustment. Focuses upon mechanisms for facilitating the transition from school to work. 1975, 48 pp.	3.00
S10	<i>Staff Awareness: Racial, Socioeconomic, Sex Stereotypes, Limit Career Potential</i> . Helps to increase the expectations of teachers toward the career potentials of all students regardless of their race, sex, ethnic background, or the socioeconomic status of the family. 1975.	8.50
Career Education		
S04	<i>An Orientation to Career Education-Group Approach</i> . Intended to provide a general orientation to career education for teachers, administrators, counselors and professional level support staff in four general areas:	25.00/ set

**ORDER
NUMBER**

PRICE

(a) historical content and factors that have stimulated the need for career education; (b) foundations of career education and means for its operationalization; (c) cooperative efforts necessary between educational staff and community personnel; and (d) implementation strategies. There are six individual modules contained within this program which may be purchased separately. 1975.

SO4I	Module I	— <i>Why Career Education</i>	\$ 4.50
SO4II	Module II	— <i>Focusing on Supportive Interests and Local Needs</i>	4.50
SO4III	Module III	— <i>Career Education, Theory, Goals, and Planning Considerations</i>	4.50
SO4IV	Module IV	— <i>Career Education Models and Implementation Strategies</i>	4.50
SO4V	Module V	— <i>Role Identification in Career Education</i>	4.50
SO VI	Module VI	— <i>Resources in Career Education</i>	4.50
IN 83	<i>Career Education: Curriculum Materials for the Disadvantaged</i> , by David K. Maxwell et al. Analyzes curriculum needs of the disadvantaged in career awareness, career exploration, and career preparation and offers suggestions for instructional materials. 1973, 53 pp.		3.50
IN 82	<i>Career Education: Disadvantaged Students</i> , by George Leonard. Identifies career education needs of the disadvantaged, and summarizes current career education programs for the handicapped. 1973, 20 pp.		2.50
IN 90	<i>Career Education: Guidance in the Elementary School</i> , by George Hill. Discusses the significance of guidance in the elementary school, outlines staffing alternatives, and suggests resources. 1973, 21 pp.		2.50
IN 91	<i>Career Education: Involving the Community and Its Resources</i> , by Samuel M. Burt. Identifies strategies for community involvement, outlines an organizational structure, and suggests several activities. 1973, 19 pp.		2.50
IN 95	<i>Career Education: Leadership Roles</i> , by Lowell Burkett. Offers suggestions for leadership in administration, instruction, curriculum development, media, guidance, work experience, personnel training, advisory committees, and adult education. 1973, 24 pp.		2.50
IN 94	<i>Career Education: Local Administration of Programs</i> , by George Smith. Explores educational change processes and problems, personnel and staffing, community concerns, and program quality control. 1973, 31 pp.		2.50
SN 5	<i>Career Education 1975: A Contemporary Sampler</i> . Editors: Barbara Bednarz, Norman Singer, Arthur Terry, and Robert Wise. A collection of descriptions and strategic notes by the developers of fifteen career education programs represented at the Career Education National Forum (1st, Columbus, Ohio, March 19-21, 1975). 1975, 135 pp.		8.75

ORDER NUMBER		PRICE
DL 3	<i>Career Education: Retrospect, Prospect</i> , by Sidney P. Marland. Presents a speech given as part of the Distinguished Lecture Series at The Center for Vocational Education. 1974-1975, 23 pp.	\$ 2.00
OC 4	<i>Career Education: The USOE Perspective</i> , by Terrel H. Bell and Kenneth H. Hoyt. Presents the Office of Education's first comprehensive conceptual statement on career education reflecting the extensive support and insight regarding career education possessed by U.S. Commissioner Bell and Associate Commissioner Hoyt, and staff. 1974, 23 pp.	1.50
DL 2	<i>Career Education, Vocational Education, and Occupational Education: An Approach to Defining Differences</i> , by Kenneth B. Hoyt. Presents a speech given as part of the Distinguished Lecture Series at The Center for Vocational Education. 1973-1974, 14 pp.	1.25
SN 6	<i>Education & Work: A Congressional Perspective</i> , by the Honorable Albert H. Quie. Keynote address presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 16 pp.	1.00
BB 27	<i>Experience Based Career Education: An Annotated Bibliography</i> . Compiled by Anne E. Stakelon and Joel H. Magisos. Contains 75 selected reports and journal articles identified through a computer assisted search of <i>Abstracts of Instructional and Research Materials in Vocational and Technical Education, Resources in Education, and Current Index of Journals in Education</i> . 1975, 46 pp.	3.00
OC 3	<i>Extending Career Education Beyond the Schoolhouse Walls</i> , by Keith Goldhammer. Describes some of the characteristics of the emerging experience-based career education programs and suggests some factors that should be considered in interfacing experience and school-based career education. 1974, 24 pp.	2.00
SN 9	<i>Fusing the Career Education Concept into the Fiber of the State Education System</i> , by Gene Bottoms. Paper presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 16 pp.	1.00
SN 8	<i>Lifelong Education—Into the Nation's Third Century</i> , by William F. Pierce. Keynote address presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 25 pp.	1.00
SN 2	<i>Models of Career Education Programs: Work Experience, Career Guidance Placement and Curriculum</i> . Papers delivered by David H. Hampson, JoAnn Harris-Bowlsbey, Grant Venn and Decker F. Walker at the Career Education National Forum (1st, Columbus, Ohio, March 19-21, 1975). 1975, 53 pp.	3.00

ORDER NUMBER		PRICE
S12	<i>Orientation to Career Education—An Individual Approach.</i> Programmed for individual school personnel who wish to get an overview of career education. 1975.	\$ 6.00
OC 20	<i>Public Schools for the 1980's: Implications for Vocational and Career Education R&D</i> , by Robert C. Scanlon. Discusses the implications of social needs and trends for schools for the next decade. 1976, 13 pp.	1.50
SN 10	<i>Setting the Record Straight: A Reply to Grubb and Lazerson</i> , by Kenneth B. Hoyt. Keynote address, a reply to Grubb and Lazerson critique of career education. Presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 24 pp.	1.00
SO6	<i>Staff Development in Career Education for the Elementary School.</i> Focuses on aspects of career education that are important to all teachers as well as on topics believed to be of special importance to elementary teachers. There are seven individual modules contained within this program which may be purchased separately. The modules can be used separately or in sequence to meet specific teacher-identified needs. 1975.	15.00/ set
SO6I	Module I — <i>Career Education: An Integrating Process</i>	3.50
SO6II	Module II — <i>Essentials of Career Development Theory</i>	1.50
SO6III	Module III — <i>Self-Concept Development</i>	2.00
SO7	<i>Teacher Aides in Comprehensive Career Education—An In-Service Training Program for the Teacher.</i> Designed to create aide, teacher, and administrator awareness of the potential contribution of community helpers to the implementation of career education. Separate programs have been established for instructional aides, teachers, and administrators. 1975.	29.00
SO7I	Program I — <i>An In-Service Training Program for the Teacher Aide</i> (with three slide/tape presentations).	18.50
SO7II	Program II — <i>An In-Service Training Program for the Teacher</i> (with three slide/tape presentations).	13.00
SO7III	Program III — <i>An In-Service Training Program for the Administrator</i> (with two slide/tape presentations).	9.00
	Total Program — In-Service Coordinators Manual and the three in-service training programs with their corresponding slide/tape presentation.	65.00
SO5	<i>The Administration of Career Education.</i> Designed for use in a graduate course on a university campus or to fit an in-service program. The program's main purpose is to present to the administrator an opportunity to seriously examine career education and its implications for the educational program. There are eight individual modules contained within this program which may be purchased separately. 1975.	25.00/ set

ORDER NUMBER			PRICE
SO5I	Module I	— <i>An Orientation to Career Education</i>	\$ 5.00
SO5II	Module II	— <i>Change Strategies and Techniques</i>	5.00
SO5III	Module III	— <i>Career Education Needs Assessment</i>	5.00
SO5IV	Module IV	— <i>Identification of Resources</i>	5.00
SO5V	Module V	— <i>Program Development Components of Career Education</i>	5.00

Career Guidance

RD 128	<i>Involving Significant Others in Career Planning: A Counselor's Handbook</i> , by Carolyn Burkhardt et al. Alerts counselors and other professionals to the potential application of significant others, those who have an important influence on the career plans of young persons, in the high school career guidance program. A discussion of how significant others influence students' career plans and strategies to incorporate significant others into the career guidance program are included. 1977, 35 pp.		3.25
IN 45	<i>Career Guidance: An Overview of Alternative Approaches</i> , by Robert E. Campbell and Louise Vetter. Designed to serve state-level planners interested in reviewing the key concepts relative to career development and planning. 1971, 20 pp.		1.25
RD 97	<i>Career Guidance Materials: Implications for Women's Career Development</i> , by Louise Vetter, David Stockburger, and Christine Brose. Reports the findings of an assessment of career guidance materials for the representation of careers for women. 1974, 92 pp.		6.00
BB 41	<i>Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through: An Annotated Bibliography of Articles, Reports, and Projects</i> . Compiled by Allen B. Moore and Kathleen A. Jezierski. Provides resumes of relevant documents, citations of journal articles, and descriptions of projects in process. 1976, 38 pp.		3.25
RD 14	<i>Vocational Guidance in Secondary Education, Results of a National Survey</i> , by Robert E. Campbell et al. Describes guidance programs and techniques in public secondary schools on a variety of issues. 1968, 185 pp.		12.00

Planning

IN 94	<i>Career Education: Local Administration of Programs</i> , by George Smith. Explores educational change processes and problems, personnel and staffing, community concerns, and program quality control. 1973, 31 pp.		2.50
UN 12	<i>Needs Assessment and Career Education: An Approach for States</i> , by N. L. McCaslin and Janice Lave. Provides a definition of needs assessment, who should be included, variables to consider, how to conduct the assessment, examples, areas for future work, and a bibliography of materials. Assists educators at all levels to become more knowledgeable about needs assessment. 1976, 78 pp.		5.50

ORDER NUMBER		PRICE
SN 1	<i>Planning and Implementing Career Education Programs: Perspectives.</i> Papers delivered by Alonzo A. Crim, Lois-ellin Datta, Corinne Reider, Linda Pfister Keilholtz, Margarat E. Ferqueron, and Robert A. Sampieri at the Career Education National Forum (1st, Columbus, Ohio, March 19-21, 1975). 1975, 54 pp.	\$ 3.00
RD 103	<i>The Product Engineering of a System for Upgrading High School Career Planning Programs—General Report</i> , by Paul E. Shaltry, Richard P. Coatney, and Warren N. Suzuki. Describes the process and results of the development of planning and evaluation procedures for career education practitioners at all levels. 1975, 35 pp.	2.25
RD 45	<i>The Systems Approach: An Emerging Behavioral Model for Vocational Guidance, A Summary Report</i> , by Robert E. Campbell et al. Summarizes a procedural monograph which outlines a systems approach for designing guidance programs, reviewing innovative guidance methods and recommending areas of further research. 1971, 34 pp.	2.25
Other		
S 11	<i>A Training Program for the In-Service Coordinator in Comprehensive Career Education</i> (with six slide/tape presentations). Familiarizes school personnel with the functions and responsibilities that could and/or should be assigned to the in-service coordinator within career education programs. 1975.	30.00
RD 95	<i>Career Patterns of a National Sample of Women</i> , by Louise Vetter and David W. Stockburger. A revision of a 1974 study of the socioeconomic implications of "life milestones" (leaving school, marriage, childbearing) for career patterns of women grouped by age and ethnic origin. 1977.	6.00
SN 15	<i>Career Resource Centers</i> , by Valija Axelrod, Harry Drier, Karen Kimmel, and Judith Sechler. A handbook of guidelines dealing with the planning, development, implementation, and evaluation of career resource centers for educational planners in local schools, postsecondary institutions, and other community settings interested in expanding their career guidance and career education delivery systems. 1977, 112 pp.	6.75
OC 17	<i>Community Education Work Councils</i> , by Willard Wirtz. Advocates broadening the base of vocational education to include local industry and community involvement. Presents stimulating comments on the role of vocational educators in "work" education research and development. 1976, 15 pp.	1.00
RD 120	<i>Coping in the World of Work: Practice in Problem Solving</i> , by Robert E. Campbell, George A. Wynn, and Robert M. Ransom. A career development instructional unit designed to assist individuals in developing coping strategies to deal with work entry and job adjustment problems. 1977.	98.00/ set

ORDER NUMBER		PRICE
RD 120 A	<i>Coping in the World of Work: Practice in Problem Solving—Instructor's Handbook</i>	\$12.00
RD 120 B	<i>Coping in the World of Work: Practice in Problem Solving—Student Guide</i>	3.80
RD 120 C	<i>Coping in the World of Work: Practice in Problem Solving—Handout/Transparency Masters</i>	5.50
RD 120 D	<i>Coping in the World of Work: Practice in Problem Solving—Filmstrip/Sound Cassette Programs</i>	13.00
BB 1	<i>Implications of Women's Work Patterns for Vocational and Technical Education: An Annotated Bibliography</i> , by Sylvia L. Lee et al. Identifies references related to the needs of girls and women for vocational and technical education and the labor force participation of women. 1967, 33 pp.	2.25
RD 46	<i>Planning Ahead for the World of Work: Curriculum Materials</i> , by Louise Vetter and Barbara J. Sethney. Provides a set of curriculum materials designed to aid girls in considering future alternatives in term of labor force participation and adult female roles. Set includes Teacher Manual, Student Materials, and Transparency Master. 1975.	4.50/
	Teacher Manual	2.50
	Student Materials	1.50
OC 20	<i>Public Schools for the 1980's: Implications for Vocational and Career Education R & D</i> , by Robert C. Scanlon. Discusses the implications of social needs and trends for schools for the next decade. 1976, 13 pp.	1.50
RD 129	<i>Sugar & Spice Is Not the Answer</i> , by Louise Vetter, Cheryl Meredith Lowry, and Carolyn Burkhardt, 1977. A guide for parents which exposes the myths of sex stereotyping and encourages increased awareness of career options which are free of traditional sex bias.	4.50
SN 12	<i>Systems Issues in School to Work Transitions</i> , by Harry F. Silberman. Paper presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 20 pp.	1.00

RESOURCE V

Audiovisual Resources

The following are a sample of the audiovisual materials available to introduce and explain career education related concepts and strategies:

<i>Career Education</i>	16 mm color film/sound
22 minutes	\$97.00

Olympus Media
Olympus Publishing Company
1670 E. 13th S.
Salt Lake City, Utah 84105
(801) 583-3666

Introduces the concept of career education to the public and to educational decision makers. Discusses the need for career education and shows implementation of the concepts in the classroom.

<i>Career Education: What It Is and How to Do It</i>	filmstrip/pulsed audio cassette
20 minutes	\$47.50

Olympus Media (address above)

Presents basic concepts of career education. Designed for in-service or preservice teacher training.

<i>Career Education: Steps to Implementation</i>	slides/pulsed audio cassette
20 minutes	\$47.50

Olympus Media (address above)

Illustrates need for career education and suggests strategies for winning support of community groups and educational decision makers.

<i>Junior High School Career Center</i>	filmstrip/audio cassette
28 minutes	\$25.00
<i>Senior High School Career Center</i>	filmstrip/audio cassette
28 minutes	\$25.00

(Both sets above available for \$40.00)

Thomas Jacobson
5945 Highgate Center
La Mesa, California 92041

Designed to assist counselors, teacher, paraprofessionals, parent groups, school administrators, etc. with all the necessary steps involved in planning, developing, organizing and operating of junior and senior high school career centers.

RESOURCE VI

Periodicals

The following lists newsletters and journals which contain career education and career guidance related information.

AMERICAN EDUCATION

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Monthly; \$7/year

AMERICAN VOCATIONAL JOURNAL

American Vocational Association
1510 H Street, N.W.
Washington, DC 20005
9/year; \$8/year

AVA GUIDANCE DIVISION NEWSLETTER

The National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, OH 43210
Attn.: Newsletter Editor
4/year; Included with membership in
Guidance Division, American
Vocational Association

CAREER DIGEST

Indiana Career Resource Center
1205-09 South Greenlawn Avenue
South Bend, IN 46615
Monthly; Free to educators

CAREER EDUCATION/CAREER GUIDANCE NEWSLETTER

SIG: CE/CG Newsletter
Division of Vocational and Technical
Education
Blacksburg, VA 24061
Included with membership in the Special
Interest Group on Career Education-Career
Guidance, American Educational Research
Association

CAREER EDUCATION DIGEST

Pennant Publishing Company, Inc.
P.O. Box 1687
Newport Beach, CA 92663
12/year; \$10; single copy, \$1.50

CAREER EDUCATION NEWS

Bobit Publishing Company
1155 Waukegan Road
Glenview, IL 60025
1st and 15th of every month, September through
June and on the 15th of July and August. \$50/
year—additional subscription (mailed to same
subscription); \$8.50/each

THE CAREER EDUCATION WORKSHOP

Parker Publishing Company, Inc.
Route 59A at Brookhill Drive
West Nyack, NY 10994
10/year; \$36/year

CAREERS

Southwest College
City Colleges of Chicago
7500 S. Pulaski
Chicago, IL 60652
4/year; \$2/year

CAREER WORLD

Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, IL 60040
Monthly during school year. Subscription price
(minimum 15 subscriptions to one address):
\$3.50 per student per school year. Other prices
upon request.

CENTERGRAM

The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Monthly; complimentary

COUNSELOR'S INFORMATION SERVICE

B'Nai B'Rith Career and Counseling
Services

1640 Rhode Island Avenue, N.W.
Washington, DC 20036

4/year; \$9/year

ELEMENTARY SCHOOL GUIDANCE AND COUNSELING

American Personnel and Guidance
Association

1605 New Hampshire Avenue, N.W.
Washington, DC 20009

4/year; \$8/year to nonmembers

EDUCATION DAILY

Capitol Publications
Suite 6-12
2430 Pennsylvania Avenue, N.W.
Washington, DC 20037

Daily; \$195/year

GUIDEPOST

American Personnel and Guidance
Association
1605 New Hampshire Avenue, N.W.
Washington, DC 20009

18/year; \$10/year

HIGHLIGHTS

Bureau of Guidance
State Education Department
Albany, NY 12224

10/year; Complimentary to New York State
educators

INFORMATION

Department of Health, Education, and
Welfare
National Institute of Education
Office of Public Affairs
Washington, DC 20208

4/year; Complimentary

ILLINOIS CAREER EDUCATION JOURNAL

Illinois Office of Education
100 North First Street
Springfield, IL 62777

4/year

JOURNAL OF CAREER EDUCATION

College of Education
103 Industrial Education Building
University of Missouri—Columbia
Columbia, MO 65201

4/year; \$8/year

JOURNAL OF NON-WHITE CONCERNS IN PERSONNEL AND GUIDANCE

American Personnel and Guidance
Association
1605 New Hampshire Avenue, N.W.
Washington, DC 20009

9/year; \$10/year

JOURNAL OF VOCATIONAL BEHAVIOR

Academic Press
1945 North High Street
Columbus, OH 43210

6/year; \$52/year

NATIONAL CAREER INFORMATION CENTER INFORM

American Personnel and Guidance
Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

Monthly except June and July. Subscription
cost to APGA members if \$15/year; \$25 to
nonmembers. Subscribers also receive CAREER
RESOURCE BIBLIOGRAPHY.

PERSONNEL AND GUIDANCE JOURNAL, THE

American Personnel and Guidance
Association
1605 New Hampshire Avenue, N.W.
Washington, DC 20009

10/year; \$20/year

TIE LINE

Gregg Division/McGraw-Hill Book Company
1221 Sixth Avenue
New York, NY 10020

4/year; Complimentary

UPDATE

Career Education Center
Florida State University
Florida Department of Education
314 Johnson Building
415 North Monroe
Tallahassee, FL 32301
10/year; Complimentary

WORK FORCE

Vocations for Social Change
5951 Canning Street
Oakland, CA 94609
6/year; \$10/year

VOCATIONAL GUIDANCE QUARTERLY

American Personnel and Guidance
Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009
4/year; \$10/year; sc, \$3 (Membership in the
National Vocational Guidance Association
includes receipt of the Quarterly)

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References are arranged in the following categories:

1. CAREER DEVELOPMENT: includes vocational psychology and research in career development of K-adult students.
2. CAREER EDUCATION: encompasses broad scope of educating for career development, career planning, decision making, etc.
3. CAREER GUIDANCE: encompasses comprehensive range of school-based career/life guidance, counseling, placement, follow-through and follow-up programs.
4. CAREER INFORMATION: includes information services and specific career information resources.
5. GUIDANCE METHODS: includes diverse practices and techniques such as group counseling.
6. PLACEMENT: includes guides to planning and managing educational and job placement services in schools.
7. PLANNING AND CHANGE: includes organization and management, the systems approach, and components of planning such as needs assessment.
8. OTHER: includes related references.

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